

DOCUMENT RESUME

ED 189 522

CG 014 547

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 TITLE Leisure Counseling Techniques: Individual and Group Counseling Step-by-Step. Revised Third Edition.
 PUB DATE 80
 NOTE 129p.: Prepared through Constructive Leisure.
 AVAILABLE FROM Constructive Leisure, 511 North La Cienega Blvd., Los Angeles, CA 90048 (\$11.95).
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS *Counseling Techniques: *Counselor Qualifications: Counselors: Group Counseling: Individual Counseling: *Individualized Programs: Interests: *Leisure Time: Models: Prevention: *Recreational Activities: *Resource Materials
 IDENTIFIERS *Leisure Counseling

ABSTRACT

This manual examines the substantive ingredients of leisure counseling and provides a sequential model that counselors and clients can use to develop individualized leisure programs. Leisure counseling is defined as the process of helping persons to determine their leisure interests and to assist them in choosing and following practical, satisfying leisure pursuits. Topics include: (1) the use of interviews, testing, analysis, and research; (2) qualifications of leisure counselors; (3) types of leisure counseling; (4) the collection and maintenance of referral material; (5) time study and analysis methods; and (6) strategies for individual and group counseling sessions. The appendices contain a model for leisure counseling in the primary grades, leisure counseling case histories, and results of a pilot study investigating the consequences of leisure counseling on normal adults. (NRB)

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LEISURE COUNSELING TECHNIQUES

Individual and Group Counseling Step-by-Step

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Revised Third Edition

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Printed in United States of America
—Third Edition—

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INTRODUCTION TO THIRD EDITION

The first edition of this manual was sold out a year after it appeared, and the second, larger printing was gone in two years. There have been many favorable comments about the book and some thoughtful criticisms, all of which have been taken into account in this third edition. As in the first two editions, this one presents a process of leisure counseling that has proved successfully adaptable to many uses — academic, therapeutic, recreative, and industrial.

Chapter 12 is new. It gives a brief view of the past and future of leisure counseling and features its involvement with career counseling for more complete life planning. Appendix III is also new. It summarizes a research study about the effects of leisure counseling on normal adults. Other new information is concerned with the importance of fulfilling needs when selecting leisure activities.

Leisure counseling can bring satisfaction to people who have no problems other than a desire to use their time differently. These people do not need or want prolonged counseling sessions. Leisure counseling also makes life happier for people whose work is not fulfilling but who intend to continue it and wish to find more satisfaction in the non-work parts of their lives. Extensive counseling is not called for in these cases, either. However, when the counseling is used to help people with mental or physical problems, it may take many sessions and requires counselors trained to give specific therapeutic help.

As yet, there are no nationwide training standards for counselors who offer leisure counseling. Leisure counseling pioneers believe that dealing with people's lives is a trust to be undertaken with dedication or not at all and hope a way will develop to maintain the high quality they have practised, without discouraging qualified professionals. Their dedication is a pleasant dedication, because the purpose of leisure is to make life pleasant.

As the leisure counseling method detailed in this book is described step-by-step, please read it in sequence for better understanding.

—P.B.E.

1. DESCRIPTION OF LEISURE COUNSELING

Leisure counseling is a process that occurs when a trained leisure counselor helps one person or a group of persons, of any age, to determine their present leisure interests, attitudes, and needs — then assists them in choosing and following leisure pursuits that are practical, satisfying, available, and unharmed. People who have physical or mental conditions that prevent enjoyment of leisure in the normal manner require the services of counselors trained in therapeutic as well as in leisure counseling.

This book will examine in detail the substantive ingredients of leisure counseling and show how counselors and clients use them to develop a desirable leisure program for each individual. It will also describe the qualifications of a leisure counselor, types of leisure counseling, the collection and maintenance of referral material, how to find leisure time, and ways of relating leisure counseling to the community. It will describe the creating of effective speeches, lectures, and workshops and present diverse leisure-related materials and references.

Each counselor can develop an individual method of counseling, utilizing this information to fit their clients' special needs. Good leisure counseling is a personalized process. It may be given as a complete service that requires many hours of time, or as a brief part of some other, related service.

However simple or complex the leisure counseling may be, there are four basic ingredients: INTERVIEW, TESTING, ANALYSIS, and RESEARCH. A counselor may use all or part of these basics, depending upon the type of service. Whatever combination of basics is used, they lead to the final result, REFERRAL. An experienced counselor can combine the basic ingredients quickly to give a simple Referral. More complex services need printed forms to record client information step-by-step. In individual counseling, the counselor does the sequence. In group counseling, the counselor enables the members of the group to use the ingredients for themselves. These methods and forms will be described in this manual.

As yet, there is no substitute for a counselor. The counselor's personal observation of and relationship to the counselee, combined with experience and expertise, are necessary in all types of leisure counseling. No test alone can give valid results without a counselor to interpret the results and relate them to the client and to an activity.

A client's experience of concentrating on present interests, to the exclusion of all other involvements, encourages constructive thought. Most people have not explored logically their feelings about their leisure and themselves. Some are sidetracked by family situations or personal emotions. Many feel they have no leisure time available; a few feel they have too much. Others feel driven by a host of unrewarding activities, while still others are

confused by the hundreds of recreation, craft, education, volunteer, cultural and community services now open to them. Yet all these people, when they are stimulated to think about it, want to use their leisure time to their greatest satisfaction and toward further development of their potentials. Leisure counseling can be the answer to their prayers.

The avocational counselor, then, guides each client toward self-understanding and personal growth. Leisure counseling is both preventive medicine for the average person's good mental and physical health and rehabilitative medicine for people who already have serious health or social problems. People who use their leisure time destructively (alcoholism, crime, drugs) have likes and dislikes the same as everyone else. Discovering their preferences could be a first step in helping them to find alternatives to their destructive actions.

Counselors and clients should agree on a workable definition of "time" and "leisure", two words they will be using over and over. For the purpose of this manual, "leisure time" is: the time one chooses to spend apart from maintaining oneself and dependent others. "Leisure" is the using of unobligated time for freely chosen personal enjoyment, without remuneration. Good leisure harms no one. Bad leisure does. The goal of this book is to promote good leisure.

Every normal person has some leisure time, although some people may need help in recognizing it. The activities followed during that time must be freely chosen by the individuals or they are not true leisure activities. Counselees should be helped to realize this fact and to choose only the activities that are truly and personally satisfying. If they feel unhappily locked into their mode of life, they *can* get off dead center by changing their leisure activities.

2. QUALIFICATIONS OF A LEISURE COUNSELOR

A good leisure counselor needs special characteristics, but first you should have the qualifications necessary for any person who counsels and advises other people. These qualifications are: a) an overwhelming interest in people as individuals, b) an intense desire to be of help to them, c) an ability to listen to people and to show your interest, d) kindness, e) tact, f) discretion (to keep personal information confidential), g) self-confidence, h) common sense, i) communicative skills, j) flexibility, k) a good memory, and l) some general counseling training.

Only "g", "i" and "j" need further explanation to relate them to counseling.

Self-confidence (g) requires security within yourself. You should know and be comfortable with whom and what you are before you try to help others. Thorough training in your particular field of counseling increases your assurance. No counselor has the assurance to think his method of counseling has all the answers, but you, as a counselor, must feel confident that you can give constructive help to most people who ask your aid. You can help them to know themselves and to make firm and wise decisions.

Communicative skills (i) are necessary to communicate easily with your clients and to help them understand what *they* say, as well as what you say. You must be able to inspire individuals and groups with your own enthusiasm for solutions. Communicative skills come naturally to some people, but not to others. If necessary, yours can be improved.

There are excellent verbal communication courses available in college and adult education programs. Almost everyone can profit from learning more about how to communicate and how to listen. Listening is an important part of good communication. Counseling experience will help you develop further. Counseling courses stress non-verbal communication.

Flexibility (j) enables you to accept with equanimity the varied and unexpected turns of a counseling session. It allows you to fit a client's changing attitudes and sudden rush of last minute information into the overall picture, while maintaining a time limit.

SPECIAL CHARACTERISTICS OF LEISURE COUNSELORS

The special characteristics exclusive to a leisure counselor are partly tangible and partly the L.C. mystique.

1. You must have a complete belief that the right leisure activity

can improve the life of every person of every age and that the selection of one's leisure activities deserves as much care as selection of a vocation.

2. Along with #1 goes a firm conviction that leisure counseling is the only sensible, positive action to counteract the present waste of time and money spent in selecting activities through trial and error.

3. You need a practical turn of mind that won't deviate from facts and mental images that lead to good referrals. An ingenious imagination is also a necessity, but it must be channeled to everyday needs.

4. Keeping tuned to current life styles and leisure scenes should be a natural enjoyment for you. Facilities for entertainment, culture, recreation, religion, volunteering, education and government should draw you. By taking an active part in community organizations and festivities that help maintain and improve your area's leisure life, you are enabled to make your referrals from personal experience.

5. You will want to read newspapers, magazines and books that keep you up on leisure events, trends and behavior in the rest of the world. You'll listen and watch for everything that can widen your knowledge of people and leisure as they relate to each other.

6. An open mind about all leisure pursuits is vital. It prevents you from identifying only with clients who have the same interests you do. You always promote with equal enthusiasm the leisure activities you feel are best for a client, whether you'd want to follow them or not.

TECHNICAL AND EDUCATIONAL QUALIFICATIONS

1. Your background should be varied. Experience in working with people, observing them kindly and getting along with them is most important. Leisure counseling is excellent work for the jack-of-all-trades type. Most of your life experiences will come into play, no matter what they are, and the longer you have lived, the more you'll have to offer.

2. Previous exposure to testing, counseling and referral is valuable but not essential. You can learn these skills as you practice with the ingredients in this manual. Such learning can be made easier if you can find one of the leisure counseling or life planning courses which are now being taught by some adult education and college departments.

3. Formal training in humanities, such as psychology, sociology, education, recreation, etc. is very useful. It is mandatory if you are using avocational counseling in fields where you must have specialized knowledge to amalgamate with leisure counseling techniques. Such fields are therapeutic recreation, gerontology, leisure education, business and industry, urban planning and social work.

4. Personnel work, social work, volunteer placement, politics, and community welfare are pluses, too, but the personal and special charac-

teristics listed earlier are essential. Basic computer theory is useful.

5. To start a private business, you'll need experience in office practices or a professional office manager to handle that part of the operation. This book is concerned solely with leisure counseling and will stay within that subject, except for a brief section at the end of Chapter 3.

THEORY OF LEISURE COUNSELING

A leisure counseling theory could pinpoint the phenomena involved in making leisure choices. It could explain why a person finds a particular activity satisfying at one time in life and unsatisfying at another time. It might explain why seemingly similar people have opposite interests and seemingly different people have the same interests. It could help counselors understand what is involved in making harmful or beneficial leisure choices so they can assist clients in selecting the most beneficial activities for their present lives.

Unfortunately, leisure counseling hasn't been in existence long enough to allow for the amount of research necessary to test and validate a theory. There are many causes that contribute to leisure activity choice, and if the existing theories for other types of counseling can be taken as a guide, the causes overlap. Some easily recognized factors that influence people in making their activity choices are: economics, childhood leisure activities, values, heredity, environment, education, natural skills, friends and family, social groups, circumstances, needs, pleasure, boredom, inertia, physical and mental condition, availability, prestige, level of aspiration, and to balance a life whose work is unfulfilling.

Every detail of the counseling method described in this manual was developed originally from the actual experience of counseling for leisure and discovering what worked and what didn't. There was no theory consciously involved, but the need theory, that leisure choices are determined predominantly by an individual's deep-seated needs, may have been an unconscious influence. The relationship between leisure counseling and the discovering and fulfilling of basic needs appears in other sections of this book.

3. PRELIMINARY RESEARCH

Before you commit yourself to some aspect of leisure counseling, you must research the general subject of leisure and counseling.

Your best source is a public or school library. Look in Readers' Guide, under Leisure, Leisure Counseling, Leisure Psychology, Play, Recreation, Work and Leisure, Leisure Education, Counseling, and Recreational Therapy for current periodical publications. Then look at the subject-matter list of books on the same subjects. You'll find hundreds of references, but don't panic. Leisure is a big item, and much of the writing repeats what others have said. You'll quickly learn to rule out the repetitious and the theoretical that does not treat the practical application of leisure to people.

To get an idea of the thousands of books and articles written on some phase of leisure, see the final pages of the latest edition of *Mass Leisure* by Larrabee and Meyersohn. They list everything written in English about leisure from 1900 to the present. *Mass Leisure* is an informative book for starting your research. So is *Leisure in America* or any other current books or articles by Max Kaplan. Kaplan is one of the most knowledgeable, imaginative and prolific writers on the leisure scene today. The late C. K. Brightbill wrote some delightful books on leisure history and theory. *Of Time, Work and Leisure* by Sebastian De Grazia was compiled in 1962 and was considered a definitive source of leisure information throughout the decade. Peter Dickinson, Gordon J. Dahl, George E. McKechnie, James F. Murphy, and George T. Wilson are other excellent, current United States writers on leisure and related subjects. In England, look for Stanley R. Parker and Michael A. Smith. In Canada, look for Peter A. Witt.

Every leisure counselor should have at least a paperback copy of Thorstein Veblen's *The Theory of the Leisure Class*. Written in 1899, it is the first modern leisure classic. Veblen said that leisure was a monopoly of the very few, and that they had an empty scale of values, yet the ambition of everyone else was to imitate this ostentatious leisure class as nearly as possible.

Spend most of your time on works of current origin, however. The leisure picture changes so fast that older writing, though interesting, is not current enough for counseling use. Concentrate on information about *all* types of leisure activities, from athletic to cultural to volunteer.

Local newspapers, radio and magazines are the main source of current local activities, and national publications cue you into over-all trends. Articles about human reactions to and personal experience with increasing leisure time helps your understanding of people with leisure problems and of those serving them.

An excellent publication to keep you up-to-date on the whole leisure field is the *Leisure Information Newsletter*. It is published by the Department of Recreation and Leisure Studies, New York University (see below). Other leisure publications are: *Leisure Today*, a supplement in the *Journal of Health, Physical Education, and Recreation*, and *AALR Reporter*, both published by AAHPERD (see below). The *Journal of Leisure Research*, the *Therapeutic Recreation Journal*, and *Parks and Recreation* are published by NRPA (see below). All of these magazines or papers print articles and information on leisure counseling from time to time. The *Personnel and Guidance Journal* and the *Vocational Guidance Quarterly*, published by APGA (see below), are mainly concerned with counseling and provide valuable information for all counselors. They also treat the subject of leisure and counseling occasionally.

Chapter 9 of this book gives sources of information on leisure activities. Appendix III lists books recommended to leisure counselors.

U.S. ASSOCIATIONS, COLLEGES, AND CENTERS INVOLVED IN LEISURE/COUNSELING

As you read, you'll find the names of many associations and projects that are concerned with leisure. You can expand your research by writing for information from those whose activities seem most applicable to your interest.

Following are a few of the groups operating in the United States. Some of them offer full or partial leisure counseling programs, others do no actual counseling but have projects related to it. Some are established, private counseling businesses specializing in leisure. The listed associations are happy to welcome you to membership for a reasonable membership fee that includes their publications, notices of conferences, and other worthwhile information. The few colleges and universities listed were the early ones to start offering leisure studies. The number of these academic leisure centers increases steadily. Many have courses in leisure counseling.

- Act II — 2225 Main St., Stratford, CT 06496. Counseling. Privately owned.
- Adult Education Association of the United States — 810 Eighteenth St. N.W., Washington D.C. 20006.
- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) — 1900 Association Dr., Reston, VA 22091
- American Personnel and Guidance Association (APGA), Two Skyline Place, 5203 Leesburg Pike, Falls Church, VA 22041.
- Arizona State University — HPERD Department, Tempe, AR 85281.

- Avocational Counseling Project, Municipal Recreation and Community Education, Milwaukee Public Schools — P.O. Drawer 10K, Milwaukee, WI. 53201. Mirenda Interest Finder available, also information on counseling with the aid of a computer.
- Avocational Counseling Research, Inc. — Box 267, Sussex, WI 53089. Interesting and original materials. Privately owned.
- California State University branches were in the forefront of the movement to offer leisure counseling information or training to recreation classes. Branches participating: Chico, CA 95926; Long Beach, CA 90840; Los Angeles, CA 90032; Northridge, CA 91324; Sacramento, CA 95819; San Diego, CA 92115; San Francisco, CA 94132; San Jose, CA 95192.
- City University of New York. Branches offering leisure counseling in recreation or psychology classes: City (New York); Kingsborough (Brooklyn); Herbert Lehman (Bronx).
- Constructive Leisure — 511 No. La Cienega Blvd., Los Angeles, CA 90048. Leisure counseling supplies, instruction, books, and tapes. Consulting, counseling, and programming. Founded 1968. Privately owned.
- Creative Leisure Denver — 1562 So. Parker Rd., Suite 320, Denver, CO 80231. Privately owned.
- Creative Leisure Services — 32 Lakeside Dr., Katonah, N.Y. 10536. Services, materials. Founded 1972. Privately owned.
- Creative Leisure Services — South 204 Ray St., Spokane, WA. 99209. Counseling, consulting, therapy. Private non-profit.
- Ecotopia — P.O. Box 258, Winter Park, CO 80450. Research and training institute. Privately owned.
- Educational Resources Information Center / Clearinghouse on Teacher Education (ERIC/CAPS) — School of Education, University of Michigan, Ann Arbor, MI 48109.
- Florida State University, Tallahassee, FL 32306. Their Leisure Services Dept. specializes in leisure education. Leisure counseling also found in their Center for Professional Development.
- Georgia State University — Atlanta, GA 30303. Dept. of HPRS.
- International Society of Preretirement Planners — P.O. Box 1137, Omaha, NE 68102. Publications, conventions.
- Kansas State University — Manhattan, KA 66506. Dept. of HPER and College of Education cooperate to offer classes and workshops.

- Leisure Education Resources, Inc. — Box 17211, Minneapolis, MN. 55417. Consultation and research; educational programming; training and materials. Privately owned.
- Leisure Institute — 145 East 92nd St., New York, N.Y. 10028. Research, education, counseling and consulting, workshops, and other services.
- Leisure Lifestyle Consultants — P.O. Box 1516, Eugene, OR 97403. Books, materials, seminars, counseling services. Privately owned.
- Mesa College — Grand Junction, CO 81501. Counseling classes in Recreation Education Dept.
- National Industrial Recreation Association (NIRA) — 20 No. Wacker Dr., Chicago, IL 60606. State organizations, publications, conferences.
- National Recreation and Park Association (NRPA) — 1601 No. Kent St., Arlington, VA 22209. Publications and nation-wide activities. Associated associations in many states.
- New York, State University of. Many branches. Colleges that early offered leisure counseling in recreation classes: Brockport, N.Y. 14420; Cortland, N.Y. 13045.
- New York University. Several locations. Its School of Education was one of the first to offer a course in leisure counseling. The Dept. of Recreation and Leisure Studies has on-going classes in counseling and publishes the *Leisure Information Newsletter*. LIN inquiries should go to that department, N.Y. University, 70 Press Annex, Washington Square, N.Y., N.Y. 10003.
- North Texas State University — Denton, TX 76203. Div. of Recreation and Leisure Studies.
- Rutgers University — New Brunswick, N.J. 08903. Div. of Recreational Sports.
- Second Careers of Los Angeles — 5757 Wilshire Blvd., Suite 1C, Los Angeles, CA 90036. A program for pre-retirement counseling and for volunteer and paid employment opportunities for retirees.
- Second Careers of New York — 51 Chambers St., Room 1215, N.Y., N.Y. 10007. Volunteer placement.
- Slippery Rock State College — Slippery Rock, PA 16057. One of the first colleges to offer leisure counseling help, in Student Services. Continuing program.
- Southern Illinois University — Carbondale, IL 62901. Dept. of Recreation has developed a Leisure Exploration Service for students.
- United States Army. Their Recreation Headquarters sent leisure counseling material to all their national and international bases.

- University of California/San Diego — La Jolla, CA 92037. Office of Religious Affairs.
- University of Florida/Gainesville — Gainesville, FL 32611. Dept. of Counselor Education.
- University of Georgia — Athens, GA 30602. Dept. of Recreation and Leisure Studies.
- University of Illinois/Urbana-Champaign — Champaign, IL 61820. Dept. of Leisure Studies.
- University of Maine — At Augusta, ME 04330. At Portland, ME 04130. Dept. of Recreation and Leisure Studies.
- University of Maryland — At Baltimore, MD 21228. At College Park, MD 20742. Dept. of Recreation at College Park.
- University of Missouri/Columbia — Columbia, MO 65201. Dept. of Recreation and Park Administration.
- University of Minnesota — Minneapolis, MN 55455. Div. of Recreation, Park, and Leisure Studies.
- University of Nebraska — At Lincoln, NE 68588: Dept. Adult and Continuing Education. At Omaha, NE 68101: Dept. of Health, Physical Education and Recreation.
- University of New Mexico — Albuquerque, NM 87131. Dept. of Guidance and Counseling. Dept. of Recreation.
- University of North Carolina — Chapel Hill, N.C. 27412. Dept. of Recreation Administration.
- University of North Dakota — Grand Forks, N.D. 58201. Dept. of HPER.
- University of Oregon — Eugene, OR 97403. Center of Leisure Studies. Career Planning and Placement Services.
- University of South Carolina — Spartanburg, S.C. 29303. Dept. of Continuing Education and Academic Services.
- University of Utah — Salt Lake City, UT 84112. Div. of Leisure Studies.
- University of Wisconsin — At La Crosse, WI 54601: Dept. of Recreation and Parks. At Madison, WI 53706: Dept. of Continuing and Vocational Education; Rehabilitation Research Institute. At Menomonee, WI 54751: Dept. of Vocational Rehabilitation. At Milwaukee, WI 53201: Dept. of PERHE.
- Veterans' Administration Hospitals and Medical Centers showing early interest in recreation/leisure counseling through their Recreational Therapy and Counseling Psychology sections: Albuquerque, N.M. 87108; Battle Creek, MI 49016; Kansas City, MO 64128; Memphis, TE 38104; North Chicago, IL 60064; St. Cloud, MN 56301; Waco, TX 76703.
- Virginia Polytechnic Institute and State University — Blacksburg, VA 24061. College of Education: Extension Div., Div. Administration and Educational Service, Counseling Div. Dept. of HPER.

- Wayne State University — Detroit, MI 48202. Dept. of Recreation and Park Services has a class in leisure education and leisure counseling.
- World Future Society — 4916 St. Elmo Ave., Washington D.C. 20014. Research and publications often concerned with leisure.

INTERNATIONAL INTEREST IN LEISURE

Cooperative study and research on leisure subjects is in progress in Canada and western Europe through joint conferences and projects. For the on-going leisure picture in other parts of the world, contact the World Leisure and Recreation Association, 345 E. 48th St., New York, N.Y. 10017. It has connections all over the world. Offers membership, publications, travel benefits.

A few international sources involved at early date in leisure or leisure counseling:

- Acadia University — Wolfville, Nova Scotia BOP 1X0. Centre of Leisure Studies.
- Alcoholism and Drug Addiction Research Foundation — 33 Russell St., Toronto, Ontario M5S 2S1, Canada.
- Dawson College/Victoria Campus — 485 McGill St., Montreal, Quebec H2Y 2H4, Canada. Leisure Learning Program.
- Equipe de Sociologie du Loisir et des Modeles Culturels — 82 rue Cardinet, Paris XVIIe, France.
- European Leisure and Recreation Association — Postfach, Seefeldstrasse 8, CH-8022, Zurich, Switzerland.
- European Centre for Leisure and Education — Jilska 1, Prague 1, Czechoslovakia.
- Health and Welfare Canada — Journal Bldg., 365 Laurier Ave. W., Ottawa, Ontario K1A 0X6, Canada.
- Mount Royal College — 4825 Richard Rd. S.W., Calgary, Alberta T3E 6K6, Canada. Course in leisure counseling.
- Ontario Institute for Studies in Education — 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada. Dept. of Adult Education.
- Preston Institute of Technology — Plenty Rd., Bundoora 3083, Victoria, Australia. Dept. of Leisure Studies.
- Polish Academy of Science — Nowy Swait 72, Palac Staszico, 00-330, Warsaw, Poland. Institute of Philosophy and Culture, Section on Leisure.
- University of Lund — Fack, 2-220 05 Lund 5, Sweden. Dept. of Sociology, Leisure Research Group.

- University of Salford — Salford, England M5 4WT. Dept. of Sociology, Leisure Studies Association. Research unit for "Studies in Work and Leisure."
- University of Waterloo — Waterloo, Ontario N2L 3G1, Canada. Dept. of Recreation. Early research on leisure and counseling.

COUNSELING AS A BUSINESS

Counselors thinking of opening an independent leisure counseling business should research the current information on how to start and run a small business. There are many details of office management, insurance, bookkeeping, payroll taxes, licenses, etc. that you will need to know. There are good books on the subject in libraries and bookstores. You can ask for a free U.S. Government catalogue listing inexpensive pamphlets available to help small businesses. Write to: Superintendent of Documents, Government Printing Office, Washington D.C. 20402.

This research is important to give you a preliminary idea of what a small business involves, outside of the counseling. However, it cannot take the place of professional advice on legal, accounting, and insurance matters before you open an office. Specific information on leisure counseling as a business can be obtained from some of the independent leisure counselors.

4. TYPES OF LEISURE COUNSELING SERVICE

If you've enjoyed your preliminary research on leisure and wish to look further into becoming a leisure counselor, the next step is to decide upon the type of service you might wish to offer and where you would offer it.

Leisure counseling should be a part of every counseling and guidance program in every setting. Following are the major settings:

CAREER CENTERS — See Chapter 12.

EDUCATION — Leisure counseling in schools can broaden the lives of primary, secondary, and college students by making them aware of their own interests and how to develop them. It should be offered to adult education students who need help in deciding which subject to study.

The school counseling office is a natural base for individual leisure counseling, but group leisure counseling (Chapter 11) is less costly and therefore more practical in most academic situations. See Appendix I.

BUSINESS AND INDUSTRY — Personnel departments of large companies who wish to further the well-being of employees in off-work hours or to increase the scope of the company's pre-retirement program find leisure counseling a big plus in employee relations.

Private businesses who wish to make their services more personalized and appealing can tailor a brief type of leisure counseling to help their customers make the right selections. This profitable new type of dimension may be added to travel agencies, savings and loan associations, health spas, sporting goods departments, artist supply stores, hobby stores, leisure equipment manufacturers, apartment complexes and resorts.

GENERAL WELFARE — Any organization that gives attention to the public's off-work time can benefit from Type 1. Some of these are: family counseling centers, union headquarters, recreation centers (for normal and handicapped), the "Y's", clinics and institutions interested in mental as well as physical health, retirement programs, churches, public libraries, etc.

Organizations concerned with public welfare and social work find that intelligently applied leisure counseling raises the quality of the lives they are trying to improve. A good leisure activity is particularly valuable in time of personal crisis when there may be nothing a person can do but wait until conditions improve or some action can be taken. If one has a familiar activity to follow, it can relieve the tension and help pass the time.

Rehabilitation therapy for alcoholics, criminals and drug addicts use leisure counseling techniques to suit the therapy to the individual.

VOLUNTEER CENTERS — Any group placing or using volunteers can better serve the community and the volunteer by determining which field suits the individual best. Interest counseling does this.

ARMED FORCES — Recreation centers for civilian employees and military personnel of all ranks can modify Type 1 to increase morale. Veterans programs in particular need to help their charges settle into civilian leisure life. Veterans hospitals fit into the next category.

PLACES OF CONFINEMENT — Occupants, whether temporarily or permanently confined, adjust better to their ways of life when their interests are explored, and they are encouraged to follow the practical ones. Hospitals, convalescent homes, homes for the emotionally disturbed, religious orders and prisons come under this category.

Some summer camps also fit in here. They are making an effort to suit their programs to what each camper really likes, instead of insisting upon a set schedule for everyone. They are using interest counseling to help develop the whole child.

OCCUPATIONAL CENTERS — Human resources offices and other organizations concerned with job placement are doing interest testing, which is a form of leisure counseling, in order to get a better picture of the applicants.

PROFESSIONAL COUNSELORS — Counselors in private practise, from psychiatrists to career consultants, must consider the leisure interests of their clients, if they wish to analyze the whole person.

RECREATION — Recreation programs in any of the above settings, as well as in recreation centers for all ages, use leisure or interest counseling to match the person to the activity.

INTRODUCTION TO TYPES

The simplest type of leisure counseling is a single session, involving one counselor and one client. The most complex type is a multi-meeting workshop, involving a large class and conducted by a leisure counselor and assistants. There are many possible arrangements between these two extremes. You may choose to offer all types of service or specialize in only one, as your situation requires.

The following general explanation of the main types of counseling is divided into two categories, Individual Counseling (1-4 clients) and Group Counseling (over 4 clients). Prospective counselors should be counseled in both categories by a professional in order to experience how clients feel during counseling and to help decide which type of counseling to practice. Chapter 5 gives detailed information on Individual Counseling, and Chapter 11 will detail Group Counseling.

INDIVIDUAL COUNSELING TYPES

TYPE 1 — One session; one counselor; simple Referral.

A brief Interview (Interviews described in Chapter 5) with the counselor taking notes and making an Analysis (Chapter 8) as Interview proceeds. No formal Testing or in-depth study. Counselor researches own memory and Activity File (Chapter 9). Referral follows immediately.

The Referral is based on client's need and can be guidance toward a certain field with information on how to get started in it, or an exact place address and

time schedule for starting a specific activity.

An experienced counselor can match an average client to an activity in one session by following the process described in this manual.

● ***Use of Type 1***

This simple type of service can relate leisure counseling to the community in many fields. If Referral materials are kept portable the service can be moved from school to school, from one recreation center or one business branch to another, one library or clinic to another, etc.

TYPE 2 – One session; one counselor; one client; Interview; brief Testing; several Referrals.

Simple Testing (select it from Chapter 7) is added to Type 1 format. The client works on this test while the counselor studies the Interview and makes notes on tentative referrals. After the test is completed, the counselor scores it and revises the Referral to accommodate the new information brought out by the test results. Referral follows immediately.

Type 2 takes more elapsed time than Type 1, and the several referrals are more detailed.

● ***Use of Type 2***

Same as Type 1, wherever more time can be taken to give more help.

TYPE 3 – Two sessions; one counselor; one client; Interview; Testing; multiple Referral.

More extensive Testing than Type 2. Testing and Interview carried out in first session; Referral in second session. More complex referrals are given than in the one-session services. Neither Type 3 session has to be lengthy.

● ***Use of Type 3***

Two sessions provide the best type of individual service and should be used whenever a single session is not mandatory. The counselor is not under the pressure required of a one-session service. Uninterrupted work on Analysis and Research can be done with or without the help of a staff member, and more complex referrals can be developed. A counselor's intuition and imagination can therefore have full play.

TYPE 4 – Two sessions; a counselor, with or without assistants; one client; multiple Testing and Referral.

This is the most complete counseling for a single person. It is an expanded version of Type 3, giving an in-depth study of a client's leisure preferences, experiences and practical considerations. The Interview answers will be more detailed than in the previous types. More than one test will probably be used. The Referral will take longer and be very complete. (See Appendix II).

The entire service can take up to three hours on the client's part and a total of five or more hours for the office. Two or three staff people can be involved with one client. The division of this labor will be explained in the following chapters.

● **Use of Type 4 (Including Career Guidance)**

For any counselor or organization wishing to offer the maximum aid through leisure counseling. It is a good type for a private business or for an organization specializing in counseling. It is the most fascinating type for a counselor to work with, because it gives the opportunity to use all one's training and knowledge and to really help the client in depth.

A counselor wishing to offer career guidance as part of a service can do it easily within Type 4, by adding a Professional category to the Analysis (see Chapter 8) and a Business Section to the Activity File (Chapter 9). There is a demand for vocational service as part of an avocational service because many people wish to follow their interests in their careers as well as in their avocations. They wish to have their interests examined with both uses in mind.

TYPE 5 – One or two sessions; two to four clients; counselor and assistants; any combination of Interview and Testing already described.

Type 5 is the most complex kind of individual counseling. It is considered individual counseling, because four people and under are too few to treat as a group and because the people are dealt with one at a time for much of the two-session service. (See Appendix II)

Two-Session Service (Type 5) – The Interview is begun with all the people together so the counselor can see the interaction between them, in case this is of interest for the Analysis. This Group Interview is followed by an Interview with each person separately so that each one can speak without feeling the necessity of holding back significant information from the others. You can split your usual Interview form to do this. Use one form per person and decide which questions to ask them together and which to ask individually.

While the counselor does the individual interviewing, tests are being taken by the other members of the session. One counselor can handle this process efficiently with two people, but an assistant will be needed for more than two people to keep the process going smoothly.

The second session of Type 5 can be conducted by a single counselor with up to four clients, although another staff member can make the going easier. The group Referral is given first, then each person is separately referred to the practical interests that were discovered during the Analysis.

One-Session Service (Type 5) – This can work well with a single

counselor for two clients, following the Types 1 and 2 format. An instant Referral is too hard for over two clients. There is little or no separate counseling in this Type 5. The Interview and Referral is adjusted to consider the two as a single unit.

● *Use of Type 5*

It is used with clients who wish to coordinate their leisure activities, usually a family group or parts of a family. The age limit of clients is considered at the end of this chapter.

Type 5 is employed in any of the situations already listed that wish to offer multiple leisure counseling for two to four people.

GROUP COUNSELING TYPES

TYPE 6 — Single appearance and speech by one counselor. Any size audience.

The simplest form of group counseling. The talk can last 5, 10, 20 minutes or up to an hour, with or without audience participation. The subject usually concerns finding and using the right leisure or leisure's relationship to another subject of particular interest to the audience. Chapter 11 describes many kinds of lectures and speeches.

● *Use of Type 6*

A counselor being interviewed by an interested person, a group or the media falls under this category.

Type 6 is also used in all situations where leisure counseling would be valuable to a group that has no resident leisure counseling service.

It fits into the average speech situation where a group wants a one-shot entertainment or information on something new.

This chapter starts by giving many places where Type 6 could apply. Types 6, 8 and 9 may be modified for radio, TV or tape.

TYPE 7 — Half-day program; one or more counselors; lecture; test; group Referral.

Lecture on use of leisure time and its importance. Test or questionnaire taken by group and scored by them (test of a type that is easily scored). Counselor then gives the list of leisure activities that fits the various categories highlighted by the test results and tells how they can be followed. General discussion. Some individual questions answered if time allows.

● *Use of Type 7*

For groups interested in self-improvement, an unusual entertainment, money-raising or in learning more about leisure counseling. Chapter 11 gives detailed applications.

TYPE 8 – Lecture series with discussion. Single lecturer. Size of audience varies with sponsoring organization; so does the number of lectures.

Each lecture can treat a different phase of leisure activity or use of leisure. The audience is invited to ask questions and give opinions at whichever time during the lecture that the counselor prefers.

The specific subjects depend on the requirements and interests of the audience. Some suggestions are: primary school education for leisure as differentiated from leisure counseling in school (see Appendix I); leisure for the handicapped; good leisure makes a good marriage; leisure in time of crisis; how to find the right leisure activity through determining your interests; how to utilize community resources for leisure; how to find leisure time; the family that plays together stays together; how to make money from leisure activities; your work and your leisure determine your life-style; leisure in pre-retirement programs; how to make your employees happier.

Also of interest are the many new leisure activities that have developed lately and, from an entertainment point of view, which famous people follow them.

● *Use of Type 8*

Similar to use of Type 7, plus adult education, leisure counselor training, civic improvement.

TYPE 9 – Lecture series; entrepreneur and guest lecturers; discussion. Paper or research project, reading list. Specific audience participation, depending on requirements of lecturers.

The entrepreneur is a leisure counselor. The lecturers are specialists in fields relating to leisure. Some suggested areas are listed under Type 8. Other areas are: leisure and physical education; leisure and sex; history of leisure; leisure in literature, philosophy, industrial relations; future of leisure; leisure in other countries; the relationship of religion to leisure.

● *Use of Type 9*

Can be used in same settings as Type 8. Also excellent for an adult education program, with or without credits, or for graduate or undergraduate programs in recreation, physical education, behavioral science, education, mental health, human services, social work and other disciplines listed throughout this manual.

Type 9 can also be used in combination with a workshop, as detailed in Chapter 11.

TYPE 10 – One-day workshop; tests, one instructor or assistant per 15 people. A maximum of 50 people.

This type examines, through questionnaires, tests, lists and forms, each person's personal traits and preferences in leisure, past and present activities, leisure time use, practical considerations, leisure opportunities and sources. Shows how to put all this information together to find satisfactory leisure activities. Further described in Chapter 11.

● *Use of Type 10*

Helps members of the group to analyze their own leisure problems and find solutions.

An excellent introduction for prospective leisure counselors.

Of use to anyone interested in better leisure for oneself or for others.

TYPE 11 — A series of two to three-hour workshops lasting six to ten sessions; same personnel as Type 10. Not to exceed 30 members.

Type 11 gives structured tests, questionnaires — scored and analyzed by members. Some fantasizing and role-playing. Members help each other as they become acquainted with the counseling process. There is homework through the study of self, the media and books of the counselor's choosing. The members are consulted as to their preferences in planning the curriculum.

This workshop is a very satisfying experience for a counselor, watching strangers develop into individuals and friends while exploring and improving their lives. Type 11 gives full scope to a counselor's ability to bring about these good results. (See Appendix II).

● *Use of Type 11*

Any of the uses already listed where time is available. Also see Chapter 11.

AGE LIMIT FOR CLIENTS

Each counselor must decide upon the ages each service can effectively counsel. Constructive Leisure has found that their method works equally well for anyone over junior high school age. Children younger than that change their interests so fast that they should have counseling and referral frequently throughout their growing years to keep them happy and satisfied.

This requires different programs at different ages and can be provided by either school professionals or trained volunteers (see Appendix I).

All adults can be counseled in the same way, no matter what their ages. The practicality of leisure counseling suits the Referrals to the individual, and the client's age is one of the considerations.

5. THE INTERVIEW FOR INDIVIDUAL COUNSELING

(TYPES 1-5)

Much of the information contained in this chapter will be of interest to all leisure counselors, whether or not they do individual or group counseling.

The Interview is the first basic step in all types of individual counseling. There are no interviews in group counseling. The Interview gives a counselor the opportunity for personal contact with the client while obtaining information necessary to the counseling.

The simple types of leisure counseling (Chapter 4) use the Interview as the main basis for counseling, while the complex types use it to supplement and reinforce the testing. The Interview is equally important for all types.

Next in this chapter is the Interview used by Constructive Leisure, the Los Angeles avocational counseling center that specializes in Individual Counseling Types 4 and 5 and Group Counseling Types 6-11. This same Interview can be used for Types 1-5 by filling it out in more or less detail, as needed. If you like it, you can use it as a basis for creating your own Interview.

Don't worry about duplicating interview questions with questions from other material you use. Some duplication is good. When you can compare answers to similar questions, you can see how definite and consistent a client's feelings are on that subject.

To show the purpose of each CL Interview question, they will be grouped into headings and explained. Following that, supplemental interview information will be given.

(continued on next page)

CONSTRUCTIVE LEISURE INTERVIEW

Mr. _____ Madn. _____ 1st App't _____
 Mrs. _____
 Miss _____
 Home Add. _____ Phone _____ 2nd App't _____
 Bus. Add. _____ Phone _____ Bus. leis. act? _____
 Spouse nme. (madn.) _____ Occup. _____
 # child./grandch. & ages _____
 Client lives with _____
 Interests shared with housemate(s) _____
 Housemates restrict client's leis. act.? _____
 Where Cl. raised _____ Where lived after _____
 Yrs. of school. Where _____
 Major subject _____ Like it? _____
 Prof. occup. in sequence _____

Leis. act:
 Volunteer (include civic & political) _____

 Social (include clubs) _____

 (Do you talk more about work or leis. at parties?) _____
 Organizations with purpose other than social _____

 Hobbies _____
 Sports _____
 (spectator or participant?) _____
 Religious activities _____
 Do you prefer to plan activities ahead or do them spontaneously? _____

LAST NAME

INITIAL

CONSTRUCTIVE LEISURE INTERVIEW

Where heard of L.C. service and motivation to come _____

What expect to get from session _____

Want new job or new leis. act.? _____

Want leis. with skills and atmosphere different from daily work? _____

Have career or leis. ideas? _____

Willing to develop new skill/knowledge? _____

How much leis. do you want? _____

Limitations (physical, \$, transportation, education, etc.) _____

When free (day, eve, wkend.) _____ Internal timetable _____

Natural talents (meet people, complete jobs, memory for tunes/faces/facts, coordination, like details, etc.) _____

Learned talents (math., tools, teach, party plan, nurse, write, science) _____

Like music, play instrument, dance, sing? _____

Like fine arts, crafts? _____
(observer or participant)

Like leisure work with hands or with brain _____

Like to speak in public? _____ Other language? _____

Office skills _____ Like? _____

Client comments _____

OFFICE INFO ONLY

Approx. age _____ Appearance _____

Test time: CL 1, 2 _____ S _____ Other _____ Date Sent _____

Counselor comments (personality, gen. impression, etc.) _____

_____ Follow Up _____

Amt. of payment _____ Counselor name _____

INTERVIEW CONTENTS

Factual Data

Name, address, phone number and the date are necessary information for identification purposes. Business address and phone are of further use, because most people prefer leisure activities they can follow in their residential or business areas. Whether the client's place of employment offers leisure activities or not is another good fact to know. Note also under "Bus. leis. act?" if your client takes advantage of the offer.

Marital status, spouse's name, maiden name of self or wife, and spouse's main occupation help give a picture of the client's homelife. If a foreign name turns up, ask about it and find out if a foreign culture plays a part in the homelife. You might wish to take that fact into consideration in your Referral. Spouse's occupation, whether professional or non-professional, can influence the client's life style.

A single person presents another life style that can affect the leisure referral. Ages and relationships of people who share the client's homelife must be considered, particularly if the people share or hinder some of the client's leisure interests.

Questions about a spouse's or housemate's shared interests usually bring forth a barrage of information that gives further insight into the client's present leisure life and a possible dissatisfaction with it. The number and ages of children and grandchildren do the same. However, at all times your conversation must relate to the client's leisure and not become involved with anyone else. If other peoples' activities strongly affect the counselee, note the fact on the I.S. at this point.

Biographical Data

Answers to where clients were raised and went to school increase your picture of their preferences and likely leisure interests. Without being asked, most clients volunteer their opinions about their early settings and childhood. A love or dislike of a certain area and its local activities can have a lifelong effect on a person's preferences.

The question concerning a major field of academic study is another leading one. From their answers you'll discover their real feelings about further schooling and whether they feel they made a mistake in what they did or did not study. This is important to know in case a counselee shows a very great interest in an activity that requires further schooling.

With older people, the answer to where they lived between reaching adulthood and now will come out during the rest of the Interview. And so will their reactions to their present situations. All of this has a bearing on making the Referral practical.

Professional Occupation

Ask for a chronological job resume so you can have an idea of a client's progress. When answering this question, clients will show their attitude toward their occupation and clue you into their feelings toward related leisure activities. As one person's work is another person's leisure, it is important to know what work a counselee likes or dislikes. The skills used in enjoyable work might be turned happily toward a leisure activity utilizing the same skills. The professional skills of dentists and machinists, for instance, fit well into small boat building, model making and handcrafts such as flytying, weaving, wood and leather work.

Homemaking is now a respected and recognized occupation, but you should note a housewife's opinion of it. Does she respect it and want a leisure activity that is an extension of the role (work with children or elders, event planning, sewing, etc.) or does she lean toward an activity completely different (office work, sales, choral singing, etc.)?

Clients who have never worked professionally may want to discuss the subject at this time and clarify their own thoughts about possible part time or full time employment. The Interview questions about wanting a job or a new leisure activity and about their career ideas open up this subject. Career and leisure counseling may be fused to add vocational guidance to a leisure service.

Motivation

People like trying to summarize their motivations for seeking leisure counseling and getting down to the basis for their unhappiness with how they now spend their leisure time. When a counseling appointment is necessary, many clients think and change their statements about motivation between the time they make the appointment and the time they arrive at the service. In addition, clients usually refine and alter their reasons further between sessions in Types 3-5. This is good, because it shows they are actively involved in the counseling and trying to help by clarifying their feelings. This kind of client is the most cooperative. You'll soon note varying degrees of cooperation. The more cooperative and talkative clients sometimes have to be kept strictly to the subject or the Interview will become book length.

Counselees also like to talk about whether they plan ahead to do activities or do them spontaneously. Their answers to this question can be considered as "Personality Traits".

Leisure Activities

Before you begin working on this part of the Interview Sheet, be sure that the client understands that there are no right or wrong answers to any leisure counseling questions. The only requirement is that the answers reflect one's own self and one's own lifestyle. Whatever reflects a true picture is right. The counselor must have this picture in order to give a good Referral.

If you use a written questionnaire or test that brings out a client's former leisure activities, you should still ask about them during the Interview so that you can see a client's feelings toward them. You are alert to the possibility that a former favorite could be reactivated in a newer form. You also want to know when interest in an activity is completely gone. This information is very necessary for the counselor doing the Analysis. Separating your questions into volunteer, hobby, church, etc. works very well. The questions about working for or with people needing help and about whether the client prefers to perform leisure activities alone or as part of a team help complete the picture.

People who prefer to be known as non-organization people should be asked if they had the opportunity to belong to any group. Fifty percent of the adult population of the United States do not belong to a single organization, and these are the people most apt to seek leisure counseling. You want to know where they stand on memberships right now so that the non-joiners are kept clear of a Referral that requires "belonging."

People who have never done volunteer work or who tried it and didn't like it should be encouraged to say why. If their negative attitude has been caused erroneously, you should try to correct this impression, for volunteering in the right setting and under the right circumstances is a most satisfactory leisure activity for almost everyone. Leisure counselors are a great help in this field where round pegs must be put in round holes to create satisfactory volunteers. When you ask whether a person who is interested in volunteering prefers to work *for* or *with* less fortunate people, you must stress that both kinds of volunteers are badly needed. Few people have been asked to make this important distinction before.

If you do not give a test that determines what activities a client might like to try but never has (see the CL Activity Surveys in Chapter 7), ask about them during this part of the Interview. See if the counselees have any unfulfilled leisure ambitions in mind, then find out why they haven't done them up to now.

Practical Considerations

This crucial information will help determine which leisure activities are not practical at this moment for a client and should be ruled out. Every activity considered during the Analysis will be checked against this information.

You will obtain some of this information through direct questioning, some when the client answers other questions, and some of it you will be able to infer.

What you want to know under this heading is: a) does the client have any physical or health limitations; b) approximately how much money can be spent on leisure activities; c) is transportation a problem or is driving a pleasure; d) should you advise more than one new interest or should you advise reducing the present number; e) the client's internal timetable; f) is there a weekly time schedule that must be followed or is it flexible; and g) what times of day, if any, are available for leisure activities.

The last two items, available time, can have so many ramifications that it will be treated separately in Chapter 6. At this point in the Interview, explain the Time Study to clients who need to find more leisure time.

The amount and kind of education comes under Practical Considerations, but you already have that information from the Biographical Data. Whatever the education, it will have an influence on the selection of leisure activities.

Another Practical Consideration on which you already have some data is the other people the client will have to consider when planning for leisure. This information will come out in bits and pieces throughout the Interview. You'll find out how much the counselee likes "people" in general and certain members of the household in particular. Who is and isn't welcome to share this leisure will become apparent and can be taken into consideration.

The need for the above Considerations is obvious, except perhaps for (e), a client's internal timetable. Some people have very pronounced up and down periods during twenty-four hours, and that fact should be taken into account. A client who doesn't operate constructively until eleven in the morning, for instance, should not be given a leisure activity requiring an early morning peak performance. Activities that require creativity should be scheduled when people are at their most creative. The majority of people do not have a demanding internal timetable, but you must ask if they do. They will be more than happy to tell you all about it.

Personal Preferences and Personal Skills

Personal preference plays such a big part in deciding which skills to concentrate on that the two categories belong together in describing the Interview.

In group counseling (Chapter 11), the members are helped to recognize their own preferences, skills and limitations. In individual leisure counseling, the counselor brings these out with the Interview questions and with tests, if tests are used. A service that does not use tests will find that Interview questions alone can give sufficient information on preferences, skills and limitations to discover the major field of a client's interest and to give a simple Referral within that field.

Although most people lean toward activities in which they already have some mental or physical skill (knowledge of a subject is a skill), they can also become bored with an activity in which they are extremely skilled. In the latter case, they often feel guilty about giving up an interest they have invested much time and/or money in and can do very well. A counselor relieves this feeling of guilt by explaining that it is normal for all people to change their interests a number of times throughout their lives and that leisure time gives them the opportunity to move in new directions when they are ready.

1. The first item you tackle in this part of the Interview is to discover whether or not a client wishes to try and develop new skills and/or knowledge. Then, if a client does not want to go outside of present abilities and develop new ones, you must find out during the course of the Interview what those abilities are. And when a counselee does want to try something different, you still need to know current abilities first.

A sad and not infrequent case is the person who yearns toward an activity that requires a skill for which the person has no natural aptitude or ability. During the Interview, you should prepare this type of person for a compromise where they can be associated with the preferred activity without actually performing it. Or you give an imaginative Referral using the abilities they do have. Most people are resigned to their lack of ability in some fields and welcome a good substitute for their impractical dreams.

2. A second item for this part of the Interview is a two-part question about what natural talents and learned skills a client has. There's a good list of examples of both (they intermix) on the Constructive Leisure Interview. Contrary to the unrequited loves of the

dreamers mentioned in Item 1, many other people take their own talent or skill so much for granted that they don't realize it can be an important component of a leisure activity. They are inclined to think everyone else can do the same thing, if they want to, and do not realize the usefulness and desirability of their own "gift" until it is pointed out by a leisure counselor. These gifts come out during these Interview questions on talents.

3. The third item is a series of questions placed in the Interview to tie down more exactly these various talents, skills and preferences. Handwork and brainwork lead to vast categories by themselves. Office skills and the other subjects in the Interview are involved in many popular leisure activities. Sports have already been examined during the Interview, under Hobbies; volunteering came under Leisure Activities. An interest in science can come out under Education, Learned Talents, Brainwork or Comments. Answering these questions leads the client to think of other talents that have been forgotten or not recognized before.

You can skip any of these questions if they have already been answered or will be answered during another part of your service and you do not wish to duplicate.

Questions and Remarks from Clients

Some clients need to be given an opportunity at this point to ask questions themselves about leisure activities or to make remarks that don't fit in any of the above categories. Other clients will have said all they felt was important during the Interview. This is the spot on the I.S. to record these miscellaneous but very important random observations, regardless of where in the Interview they come out.

Description of Client

This is important for a two-session service. When the Interviewer does not conduct the Referral session, the client's appearance and manner must be described sufficiently so they are clear to the staff who works on the Analysis and Referral.

If one counselor does the whole service, the description is still important, because appearance and manner are an integral part of the person and can become dim between the sessions. The description plays a definite part in the Analysis. It would be ideal if a picture could be taken and attached to each file. That's a future refinement for two-session services and maybe for other types of leisure counselling.

Test Facts

If tests are used, the length of time taken to complete them gives an idea of how fast a client reads and comprehends. Experience with the tests will give you the norm to expect. The reading speed may have a bearing on the client's best leisure activity, as will his ability to concentrate, understand and perform the tests. These facts are recorded under "Office Info. Only."

Comments

Anything the Interviewer wishes to record that will make the Referral more satisfactory and that doesn't fit into any other category goes here. It is the place to note the client's general attitude toward life and leisure and other people. Also add the "Personality Traits" from the next section of this chapter. These are the counselors' comments only.

Follow-up

You may want to promise a client further information on some activity when you get it, or a client may have some interesting information you might need some day. This space reminds you of it.

This space is not sufficient for counselors who decide upon a follow-up policy to find out the results of counseling. Each service decides its own policy and method. See Appendix III for a follow-up used by one leisure counseling center.

Company Information

This space use depends upon the needs of your organization. A private business requires different information than does a public service.

SUPPLEMENTAL INTERVIEW INFORMATION

Personality Traits

You do not have time during the Interview for much discussion of

personality traits, nor do you need it. Clients will consciously or unconsciously tell you all you need to know, as you go along. They will indicate various fundamental feelings throughout the questioning that reflect their personalities and go much deeper than what you considered under "Preference." For example, if one can have a good time only with friends or with people of similar backgrounds, that one is showing a basic personality trait. It may be a dislike of the unknown. It may be intolerance of dissimilar people. It may be snobbishness and conceit. Whatever it is, you must consider it in your referrals. As you know, you don't try to change people, but sometimes a good leisure referral can open a client's mind to formerly closed areas and create a happier and more adjusted person.

Throughout the Interview, you should look for personality traits that will affect the Referral. Some traits of this kind are: a one-track mind; a scatter brain; an extreme self-centeredness; a desire to stay in one place; an ability to lead; a love of outdoors, physical action, competition; a love of an audience, variety, beauty – AND their opposite traits. Some traits are further indicated by a person's past and present choice of leisure activities.

An experienced counselor absorbs this relevant information without much effort, as it is part of counseling. You automatically consider it in the Referral for a one-session service. In a two-session service, you write it down under Interview "Comments" after the client leaves. However if any traits that seem important to a good Referral are unclear or too inconsistent, you can ask the client's opinion. Be careful not to unleash a Pandora's Box or make the trait seem undesirable. Clients must understand they are accepted and helped as they are, and also that you are helping them to see themselves. They will often decide on their own to change their actions that are suddenly revealed as deterring them from their full potential in leisure or work.

Your Attitude and General Procedure

These subjects are also intertwined. Be casual and matter-of-fact as you ask the Interview questions. Give the impression that this information is helpful and interesting, but don't let the client get up tight about it. Avoid letting the counselee take too firm a stand on any subject, as that may lead to a closed mind and loss of the whole value of the service. Keep the Interview happy and pleasant and let the clients know you are on their side. In this way you can learn a great deal about each one in a brief time.

The physical set-up of your office helps give the atmosphere that you desire. One good idea is to store your Interview materials and other counseling paper in open shelves near your chair. Then you can reach for what you want with ease and engender an enviable air of casual efficiency.

It is not necessary in your procedure to ask the Interview questions in exact order. Skip around when that makes the subjects flow together better

and lessens the feeling of a routine questionnaire. Move right along with the questions, however, and keep your notations as brief as possible. It makes clients nervous to see you do much writing. They worry you are writing the wrong thing or they said the wrong thing or that you might have the wrong impression. Don't give them time to worry. Go on to the next subject as soon as possible.

You can train yourself to remember the details long enough to use them for an instant Referral, or to write them down after the counselee leaves, in a two-session service. If you give tests following the Interview, you can fill in the answers more completely while the client is busy with a test.

In two-session counseling, the Interviewer and the Referral Counselor do not have to be the same person to give good service, but a client likes the continuity of seeing the Interviewer again. A good way to handle this is to have the Interviewer appear at the second session to introduce the Referral Counselor and remain for the first few minutes of the session. The Interviewer does not have to be the head counselor. A well-trained assistant can do the job very well.

People You Cannot Help

During the Interview, you have the opportunity to screen out people you are sure you cannot help. If you make appointments over the phone, you can usually determine during the conversation which ones need a different type of help than you offer. You might possibly be able to refer them to a more appropriate service. If, however, you realize at the time of the Interview that you do not have the service for them, don't continue the Interview. Explain your reasons and excuse yourself. Fortunately, this occasion rarely arises, in either individual or group counseling. If it occurs in a group, you would consult with the sponsoring organization on how to handle the case.

There are other people belonging in the category of those you cannot help. These are the ones who come to you unwillingly. They are coerced into coming by a concerned friend or relative who thinks they could benefit from leisure counseling. Excuse yourself from working with this kind, too. Explain you must have complete cooperation to give full value for your service and that you will welcome them when they want to come on their own. Along this line, don't take phone appointments from a third party. It means coercion every time.

People who are in a correctional institution or situation may not want to be helped, either. However, a counselor offering them a way to make life more enjoyable can often get their attention. A leisure counselor who accepts them as they are can be of interest to prison inmates, parolees, or probationers,

as a contrast to the authorities who are always trying to change them.

Interview With Each Type (1-5) Service

You have been given a very complete list of Interview questions. You can cut or combine them any way to fit the time you allot for the Interview, and to fit the type of service you give.

Here are some suggestions on how to handle Types 1-5 during the Interview.

Type 1

This is the brief service that is geared to a rapid turnover. If you wish, you can memorize a few questions and do away with a printed Interview Sheet altogether. However, you will need a convenient method of identifying the client and recording Referral ideas and comments during the Interview. The obvious solution is a piece of paper with space for name, etc. at the top, comments in the middle and Referrals at the bottom. You may check the Referrals the client accepts, if you want to keep a record of acceptances.

If you use a printed list of Interview questions, you can set up your list with space between each question and answer unit for your comments and Referral ideas. Or you may number your Interview questions and have a separate sheet of paper with corresponding numbers for your notations. Still another method would be to use the CL Referral and Remarks Sheet which is pictured and described in Chapter 8.

During Type 1, you will be automatically matching up what the client likes to what is available, then revising your ideas as you get new information, all the way through the Interview. When you've completed the Interview, the best procedure is to read over all the answers and notes you have written, then ask further questions to clarify whatever is needed.

Don't hesitate to pause and give yourself a chance to collect and marshal your thoughts and look up Referral information. The client will not object to your taking this time. It is for his or her benefit. You should have some absorbing reading to occupy the one who waits, however, so you won't be stared at nervously while you think.

This instant counseling requires fast thinking and a thorough knowledge of your Referral material and your area, but it is not hard when you are prepared. It becomes easier as you do it. You are not expected to make a deep analysis in one brief sitting, but you can set the client on the right path and give information on how to follow the accepted Referrals.

Type 2

Here the Interview and Referral take place at the same session, but a written test given between them takes some of the pressure off the counselor. You have time to read and analyze the answers and notes you made during the Interview, while the client is busy taking the test. After the test, there will still be a wait while you check the test results and revise your tentative Referrals, but you'll have done your main Analysis in peace.

As with Type 1, you can ask the counselee for clarification of conflicting points you have picked up during your Analysis.

Types 3 and 4

The two-session services are much easier on the counselor than the Instant Referral types. When the Analysis and Referral is done at a later date than the Interview, the counselor can concentrate at the time of the Interview on getting all the necessary information.

Type 5

When you give a single-session Type 5, have the clients talk over the Interview questions and agree on a mutual answer before you record it. Continue this single focus in the Referral that follows soon after, and give suggestions and information only on activities for the clients to do together. Leave individual help to the two-session service as described in Chapter 4, under Type 5.

Giving Advice to Clients During Interview

As a general rule, it is best to give no straight-out advice at any time. You want your clients to become self-sufficient in their leisure selection and to make their own decisions as a result of better knowledge of themselves and of leisure. There will be a few exceptions, however, when you'll want to suggest the client take some definite action between sessions to receive full advantage from the counseling process.

An example of these exceptions are clients who are out of the habit of thinking about what they really like to do. All their recent leisure activities have resulted from saying "yes" to family and friends who want to involve them in their own activities. Your clients probably don't realize this. They only know they aren't enjoying themselves, and that is why they have come to see you.

You explain that they are not satisfied, because they are not following their own desires, and you ask that they don't become involved in anything further before your next session. You can also say that when they have dis-

covered appealing interests of their own, it will be easier to say "no" to others and to phase out activities they don't really enjoy. They shouldn't feel selfish saying "no," for a person happy in leisure is a nicer and better person to be with; so all the relatives and friends will benefit indirectly.

In other cases, clients will express a definite interest in some activity they have never followed and don't know whether they will like or not. Your job is to know enough about the activity to suggest how some phase of it can be experienced before your next session. Then, after they know more about it, you can discuss whether or not to involve them further with the activity.

6. FINDING LEISURE TIME

Some counselees are able to determine exactly how much time they have for leisure activities. Others are uncertain or feel their leisure is too rushed. Constructive Leisure put together a Time Study for the uncertain and rushed, then discovered that almost everyone benefited from some type of time study. CL's study is included in this chapter. Try it yourself and see if you don't have some surprises.

A good test of whether people need a time study or not is for them to think, first, of five leisure activities that they do now. Next, they think of five more they would like to do but don't. Then they analyze why they are not doing any of the last five. If lack of time is the reason, a time study is in order.

Although counselees can be encouraged to pay attention to their daily activities and make mental notes of how they use their time, no time study method is as good as getting the information down on paper. Then they can actually see what they are doing and manipulate it. Most people are amazed at what they see and immediately start making changes for the better. They also find during their manipulation that some activities they thought were necessary can be re-classified as leisure activities and looked at in the light of personal preference. They can decide whether the activities are fulfilling to them or only filling up the day.

In individual counseling, a counselor can point out specific activities of the client's that run counter to the interests revealed in the Interview. In group counseling, the group members are encouraged to find this inconsistency for themselves. The most valuable service leisure counseling renders is to help people isolate the basic interests of their present lives from their past and present commitments. They can usually eliminate or cut down on unwanted commitments and thereby pick up some welcome leisure time. See the following study for details.

Now here is CL's Time Study. You might want to develop a similar one of your own.

(continued on next page)

CONSTRUCTIVE LEISURE TIME STUDY

For people who think they have no leisure time and for those who wish to use their leisure time more satisfactorily.

Using a separate page for each day, fill out the following outline every evening during an average two weeks:

A.M. Time get up: _____
Pre-breakfast activities: _____
Time of breakfast: _____
Morning activities: _____

P.M. Time of lunch: _____
Afternoon activities: _____
Pre-dinner activities: _____
Time of dinner: _____
Evening activities: _____
Bedtime: _____

At the end of two weeks, follow these steps in order:

1. Cross off all activities that were necessary to maintain yourself and those dependent on you (including pets).
2. The activities left are your leisure activities. Study them and decide if you're pleased with them.
3. Mark the leisure activities you are not pleased with. Plan how to phase them out as soon as possible.
4. Look at the necessary activities you crossed off in Step 1. Can you juggle, combine or eliminate some of them to make longer periods of unbroken discretionary time? When there is an activity you enjoy very much awaiting you, you may be less of a perfectionist about your chores.
5. Combine the time you found in Step 3 and the time you made in Step 4 to determine how much possible leisure time you can command. Select new leisure activities that fit into your new free time. Let activities that take more time than you have now wait until you can find enough time to really enjoy them.
6. Don't forget to leave time for relaxing completely, if that is what you want. You may even want to change your sleeping or eating pattern to get more play time.

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7. TESTING AND SCORING

This manual employs the word "test" to refer to any type of questioning used in leisure counseling in addition to or instead of an Interview. Such tests are used in Counseling Types 2-5, 7, 10 and 11. A test may be a structured and published device, a list of questions or an informal survey. These three forms of tests will be described in this chapter.

Tests give an extra dimension to a leisure counseling service when used after an Interview. The Interview stimulates the counselees to think more deeply of their own interests and feelings, and tests utilize this heightened awareness. When used without an Interview, as with a group, tests become the foundation upon which the counseling session is built, as you will see in Chapter 11.

Testing was listed in Chapter 1 as a possible basic ingredient of leisure counseling. In this book it is the second basic step in Types 2-5 Individual Counseling and the first ingredient in Types 7, 10 and 11 Group Counseling. It is up to each counselor to decide whether or not to use tests to obtain the best results. Some counselors use no structured test at all, preferring to compile their own surveys or questionnaires. Other counselors build up a battery of tests, their own and structured, and administer different combinations, depending upon the needs of the clients or the situation. It's a good idea to keep all testing practices fluid and up-to-date, discarding or changing tests to accommodate new methods of counseling.

Tests do not affect three other basic counseling ingredients: Interview, Research and Referral. These basics each follow an established pattern with or without tests. However, tests add to the amount of information to be processed during the Analysis and therefore make that ingredient more complicated. Tests also necessitate extra counselor or staff time for scoring.

No results from any one test are meant to be considered as the complete picture of a person. Tests are thought of as good springboards to ideas which lead to the best leisure solutions, with a counselor's help. It is the method a counselor uses to combine the test results with other information that makes tests valuable. That is why it is important that each counselor make the selection of the tests to work with and develop a smoothly operating method.

STRUCTURED TESTS

A published, structured test requires thousands of dollars and hundreds of hours to research, create and perfect. Most structured tests are offered through organizations that make a business of developing them. Leisure counseling uses some of these tests that measure interests, both avocational and vocational. Formal personality tests are not necessary for person-to-person

leisure counselors. In Individual Counseling, the counselor can determine a personality through the Interview and the other contacts. In Group Counseling, people are helped to recognize their own personality traits as they apply to leisure interests.

Theoretically, priority or value clarification tests could be of use in leisure counseling, but in practice, interests tests are sufficient for an average counseling situation. Counselors doing an in-depth psychological study of a person for which leisure interests play only a small part may use an extensive battery of tests. There are many tests available, and each leisure counselor must research them and choose the ones that bring out the information needed by the individual service.

Six good suppliers that can give you an introduction into the field are:

Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, CA. 94306

Educational and Industrial Testing Service, P.O. Box 7234, San Diego, CA. 92107

Mincomp Corp., 1780 So. Bellaire St., Denver, Colo. 80222

National Computer Systems, Test Service Division, 4401 W. 76th St., Minneapolis, Minn. 55435

The Psychological Corporation, Test Service Division, 304 E. 45th St., New York, N.Y. 10017

Science Research Associates, Inc., 259 East Erie St., Chicago, Ill. 60611

Libraries, school psychology and counseling departments and book stores can refer you to other test companies. Ask in particular for *Mental Measurements Yearbook*, edited by Oscar K. Buros. It reviews hundreds of tests and lists their publishers. Most testing companies are pleased to send you a free catalogue on request. They will also send sample tests for a small fee. Look for tests that fit into your service's time schedule and price range. You need types that are easy for you and your assistants to administer and for group members to score and understand. An added bonus feature in some tests, and one very popular with counselees, is a summary of the results for the test taker to take home.

The good testing companies keep their tests in line with current changes in interests and careers and with new testing methods. They inform everyone on their mailing lists when a new test form comes out.

Scoring Structured Tests

Many published tests have scoring instructions printed on them in language easy enough for the average adult to follow. The testing companies

also have manuals that give complete information on how to use and score their tests and what the results mean in terms of counseling.

For Individual Counseling, you can simplify this scoring information by setting up one piece of paper on which to summarize all the scoring results, regardless of the number of tests used. Or the results could go directly onto a Referral and Remarks Sheet such as the one described in Chapter 8.

However the test results are recorded, that paper then goes, with the Interview and any other materials, to the person doing the Analysis. If the person doing the Analysis also does the test scoring, that person will start forming preliminary ideas for the Referral while the score results develop. Much of the counseling process overlaps in this way. Although this process seems complicated at first reading, it is not, when you put it into practice step-by-step. Once you understand it, you can adapt it to your own service.

In Group Counseling, a one-session service that uses a published test will use one that can be easily scored by members of the group and supplemented by staff interpretation. In a multi-meeting workshop (Type 11), you may choose to have the scoring done by your office between meetings instead of in the class.

GENERAL TESTING PROCEDURE

This suggested procedure applies to the use of all tests — structured, survey or questionnaire.

- * If you are giving more than one test, explain the testing sequence so the test-taker knows what to expect.
- * Explain any time limits your tests have. If there are none, mention the fact. Most interest tests put no particular pressure on takers, except to ask that they move right along by recording their first impressions to a statement and not mull it over.
- * Explain how to take each test just before giving it. Demonstrate where advisable and don't hesitate to repeat instructions. Some clients understand incorrectly, and others forget and become confused. Insist each person read all the printed instructions before beginning a test, and go over the important points together, first.
- * If taker is left-handed, say there are no left-handed leisure tests available to date, as all tests are adaptable to either hand.
- * If you wish to know a client's reading comprehension speed, note the elapsed time between beginning and completing tests and compare with that of other takers. On longer tests, check several times to be sure client is progressing at average speed, but don't create a feeling of pressure.

- * Have client feel free to ask questions, but discourage the rare person who wants to comment on each question as it comes. Most people work without interruption.
- * If takers worry that their reactions to similar questions change during the course of the test, assure them that this is not uncommon. Most tests take such variations into consideration during scoring.
- * As a test is completed, check it to be sure all questions are answered, that the marks are clear and that taker's name and the date are on each test.

SURVEYS

A survey can have the same form as a test but is usually much less formal. Surveys evolve to fill a certain need, the most common need in leisure counseling being to bring out information about your clients that you don't get from other sources. The creation of a survey does not require the amount of time and money that go into structured, "recognized" tests. One psychologist said, "If you buy it, it's a test. If you make it up yourself, it's a survey."

There are many varieties of surveys. A simple variety has the taker answer "yes" or "no" to survey questions, then uses the totals to indicate paramount interest trends, such as: cultural, adventurous, scientific, etc. These surveys are fairly superficial and need counselor interpretation to point out what activities are indicated by which trend. This simple variety can be used in Counseling Types 2-5, 7, 10 and 11 to supplement other information. Activity surveys created by Constructive Leisure will be described and illustrated in this chapter, as examples.

You will find many examples of survey forms in the popular know-yourself and career guidance books now in the psychology sections of book-stores and libraries. Most family magazines run several self-help surveys of one kind or another a year. Look for a form you like that you can adapt for your own use. Other examples can be found through the Readers' Guide to Periodic Literature, under self-help, self-knowledge, career or leisure tests, surveys, and similar headings.

If you decide to use specific leisure activities in your survey and wonder where to find a list of them, many professional and commercial publications run recreation and leisure activity charts to illustrate articles on leisure. Again, consult the library's Readers' Guide, book-stores, magazine stands and major newspapers. Look under Hobbies, Recreation, Collecting, Adult Education, Cultural Activities, Volunteer Work and so forth, or under the names of specific interests (backpacking, Chinese cookery, furniture refinishing, stamp collecting, boat building, philosophy, music composition, archeology, oil painting, yoga, etc.). There is no better way for you to learn about leisure

activities than by researching them and compiling a list of your own. You will also be doing this for your Activity File (Chapter 9).

Surveys may be printed, mimeographed, xeroxed or put in any form that is easily workable for your clients and yourselves. If you create an exceptionally good survey or questionnaire, you may wish to protect it from plagiarism. To do this, write to the Register of Copyrights, Library of Congress, Washington D.C. 20540 and ask for Application Form A. When you receive it, follow the instructions on the form. You can follow the instructions without legal help. It costs very little to apply for and receive a copyright for written material.

Scoring Surveys

Surveys aren't scored the way structured tests are. Survey developers determine what their surveys are to mean. The counselors decide how to use the survey information and how to record it on a Referral and Remarks Sheet or equivalent. The explanation of how CL's Activity Survey #1 is interpreted comes after the sample page in this chapter.

CONSTRUCTIVE LEISURE ACTIVITY SURVEY #1

Description of CLAS 1

This is a true survey. It was compiled originally for the particular needs of Constructive Leisure's Types 4 and 5 service. CL needed client reaction to specific activities, pastimes and places of interest to supplement the information derived from two structured tests and an Interview. CL has used the CLAS 1 in Type 10 workshops and in other counseling situations. It can also be used for Counseling Types 2, 3, 7 and 11.

The CLAS 1 consists of five pages, each one devoted to a broad classification of leisure activity, with approximately fifty activities listed on each page. The first page is headed PHYSICAL AND OUTDOOR ACTIVITIES, Page two is SOCIAL ACTIVITIES AND PERSONAL SATISFACTION. Page three is ARTS AND CRAFTSMANSHIP. Page four is LEARNING. Page five is GENERAL WELFARE (As a Volunteer). There is space at the bottom of each page headed "Other," for the taker to add to each listing when desired.

Following the list of items on each page are three columns headed, "Tried Activity and Like It," "Would Like to Try It" and "No Interest at Present." The test taker checks the column that applies to him or leaves it blank, if he is indifferent. See the sample page.

It is an easily understood survey. The average taking time is fifteen minutes. It is copyrighted. Here is the third page, on ARTS AND CRAFTSMANSHIP, as an illustration:

SECTION C - ARTS AND CRAFTSMANSHIP	Tried Activity and like it	Would like to try it	No interest at present	This is a general survey of activities, pastimes and places of interest. Please check column that applies to you. If indif- ferent, leave blank.	Tried Activity and like it	Would like to try it	No interest at present
1. Acting - all mediums				29. Music composition, con- ducting, arranging			
2. Assemblages, compositions all mediums				30. Musical instrument playing, making			
3. Audio, high fidelity records, tapes				31. Painting, cartoons, drawing, etching, etc.			
4. Basketry, canework				32. Paper applique, cutting, folding, making			
5. Banner, poster, sign mak- ing (lettering)				33. Photography - all types			
6. Batik, tie and dye and other material making				34. Plastics			
7. Book binding, illumina- tion, illustration				35. Printing - all types			
8. Brass, glass, stone rubbing				36. Publishing - books, maga- zines, papers, etc.			
9. Candle making				37. Puppetry - all phases			
10. Ceramics, pottery				38. Re-finishing - art objects, furniture, etc.			
11. Concert participation, production				39. Re-modeling or building - house, office, etc.			
12. Construction (mechanical) or maintain boat, car, plane				40. Scrapbooks			
13. Cooking-cake decoration, contests, gourmet, etc.				41. Sculpture - all mediums			
14. Crafts-enamel, mosaic, paper mache, stained glass etc.				42. Sewing - beadwork, needle- work, tailoring, etc.			
15. Dancing (other than social), mime, etc.				43. Singing, whistling			
16. Decorating large areas, or making decorations				44. Taxidermy			
17. Fashion design				45. Telescope assembly, lens making			
18. Flower arrangement				46. Theatre production, study - all phases			
19. Fly tying, knot tying (macrame)				47. Toy and doll making			
20. Gift wrapping				48. Upholstery			
21. Glass blowing				49. Watch and clock making, repair			
22. Ham (amateur) radio				50. Weaving, rug-making			
23. Home workbench, workshop				51. Welding, metalwork, blacksmith			
24. Industrial design - archi- tecture, landscape, etc.				52. Wine making			
25. Interior decorating				53. Woodworking, whittling			
26. Jewelry design, making, stone cutting, polishing				54. Writing - creative			
27. Map making				55. Writing - non-fiction diary keeping, reports etc.			
28. Miniature or model making				Other:			

Scoring of CLAS 1

As has been mentioned, the scoring of all tests is closely aligned with Analysis, a basic ingredient of leisure counseling. A counselor who does the test scoring automatically starts to analyze what the test results mean in terms of selecting leisure activities for the taker.

Following are the complete instructions available to leisure counselors for the use and interpretation of the CLAS 1. They include some Analysis but are reprinted here in their entirety to give you the feeling of a survey. These instructions were written to allow the survey to be used by itself.

When the survey is given as part of a counseling service that uses a Referral and Remarks Sheet, the summary sheet mentioned in #4 of the following "Scoring Procedure" can be skipped. The referrals can be posted directly onto the R&R.

USING THE CONSTRUCTIVE LEISURE ACTIVITY SURVEY # 1

CLAS 1 gives information on the average test-taker's immediate basic interests and preferences. It is an excellent tool when used by itself in one-session leisure counseling and a good balance when used in conjunction with structured tests.

Scoring Procedure

1. Count the number of "Would Like To Try" checks on each page and write that total at the top of the page.
2. Arrange the pages in a pile with the pages that have the higher totals on the top.
3. Examine the Like to Try columns on each sheet and rule out the ones that are impractical for the taker or that do not suit his present needs.
4. On a separate sheet of paper, write down the most practical Like to Try activities from each sheet, listing the ones from the top pages first.
5. Compare and combine these activities with your other information about the person, to select the most satisfactory leisure activities.
6. Research how and where each selected activity can be followed in the taker's community or area.

INTERPRETATION OF CONSTRUCTIVE LEISURE ACTIVITY SURVEY #1

"Would Like to Try Activity" Column

* When there are many Like to Try activities, the counselor must not respond by giving many referrals. Concentrate on choosing the activities most practical for the taker at present, then amalgamate similar or complementary activities to get fewer but potentially workable ones.

The taker should be advised to not follow many interests at once but to keep some for other periods in life. In this way one can more fully enjoy each activity.

* Young people are apt to have more Like to Try checks than people beyond their middle thirties.

* The older the person, the fewer of such checks, as a rule. Older people have had more years to test different leisure pursuits and rule some out. The counselor should pay great attention to each Like to Try check and recommend several outlets for each practical activity. The more experienced the taker, the more selective; so more choices are needed.

* The average adult has more Like to Try checks in Section C (Arts and Craftsmanship) than in any other section. Constructive Leisure thinks this may be misleading in many cases where the person has a lack of arts and crafts experience. This field is currently so popular that many people who have no real artistic interest or talent feel they should like it.

Before making a referral in art and craft activities, the scorer should review the other information about the taker to ascertain if the art interest is real and of long standing or perhaps a passing fancy. In the latter case, a general referral that will give the taker some art and craft experience is called for. In the former case, a more complex and lasting referral would be made.

"Tried Activity and Like It" Column

* When a taker has few Like to Try checks, the checks in the Tried and Like columns should be searched for practical activities. Then the taker should be questioned about each activity's present status in the taker's life. There is often a new twist to an old interest that the taker does not know about or has not thought of, but that would be an excellent solution. A leisure counselor specializes in new and imaginative twists to the already known.

The field of volunteer activities has many new twists lately. Volunteers

are being trained for jobs with wider and more interesting scopes than ever before. There is nationwide discussion of paying a volunteer's expenses or allowing him a better income tax deduction.

The field of continuing education is another one blossoming with new and imaginative approaches to subjects that benefit students of all ages.

"No Interest at Present" Column

* As a general practice, the checks under No Interest indicate the fields to stay away from. However, these checks can help a counselor in another way.

When the takers respond negatively to certain activities that you believe should be practical and satisfying, ask them the reasons for their response. An open discussion about this lack of interest coupled with your suggestions and new ideas may lead to their finding the activities positive and rewarding, after all.

Indifferent

* People of all ages who leave many blanks, meaning "Indifferent," and have few Like to Try or Tried and Like are probably interested in less typical activities than the ones covered by CLAS 1. Their current interests will have to be brought out by one of your other questioning methods, unless the clients list them.

* Many blanks also appear on the CLAS 1 of a person who: 1) knows very little about leisure activities; 2) is unusually timid; or 3) is unusually bored with life.

A leisure counselor can help the above cases through an extensive knowledge of leisure activities. You are able to explain the details of likely activities to people who have little knowledge of leisure. For the timid, select activities you know will be easy to begin. For the bored, your knowledge should open up stimulating and unexplored new vistas.

The unusually bored person who can't respond to any of a trained counselor's suggestions needs more help than a leisure counselor can give and should be referred to a therapist, psychologist or similar professional.

The CLAS 1 Order of Preference

* The order of preference shown by # 2 of "Scoring Procedures" indicates quite accurately the general field the taker currently prefers. Referrals from the pages at the top of the pile give more lasting pleasure than those from the bottom, although the bottom pages can contribute some important individual referrals.

* The number of checks vary so greatly with each person that a counselor must judge how much importance to give the order of preference. Much depends upon the personality of the taker. Ten or over Like to Try checks on a page can be considered to show above average interest for that section.

CONSTRUCTIVE LEISURE ACTIVITY SURVEY #2

Description of CLAS 2

Eight years after CLAS 1 was produced, CLAS 2 was published and copyrighted. It was composed to make possible a more in-depth study of both work and leisure interests. It has six categories, one more than CLAS 1, and takes less than 30 minutes to complete. There is an increased number of columns after each item (see sample page).

INTERPRETATION OF CL SURVEY #2

The interpretation of CLAS 2 is similar in process to CLAS 1, but it is more complex and yields more detailed information. The written Interpretation runs 13 pages. Listed in the Table of Contents are: Using CLAS 2 to Determine Broad Categories of Interest; Using CLAS 2 to Determine Patterns of Interest; Using CLAS 2 to Determine Specific Interest; Using the "Do It Now" and "Tried It" columns; General Needs; and Using CLAS 2 for Career and Leisure Guidance.

Because a basic consideration in leisure counseling is determining and fulfilling a client's needs, that unit of the CLAS 2 Interpretation is reproduced here, with extra clarification.

General Needs

The basic needs that all human beings have are formed at an early age by many yet unproven factors, probably a combination of heredity, environment, and early experience. Different people have different basic needs, and these needs must be met for the person to feel comfortable at a certain time in a certain place. When people feel generally displeased with their lives and are unable to put a finger on the reason, it is often because some very important desire within them is unmet.

CLAS 2 takers often check activities which fill their needs whether they recognize what their needs are or not. When a Taker has a number of "likes" in one section, it is a good indication that the activities in that section can fill some of the person's

SECTION VI PUBLIC SERVICE	Do it now		Tried it		Like to try it		Do it now		Tried it		Like to try it
	Like	Dislike	Liked	Disliked			Like	Dislike	Liked	Disliked	
1. Adopt a child						29. Mental health treatment and prevention programs					
2. Anonymous help/hot lines (alcohol, runaways, suicide)						30. Money raising for welfare & civic causes & projects					
3. Art center work (varied) & related support groups						31. Museum work (curator assist., docent, etc.) & support group					
4. Blind, deaf, epileptic, disabled - special services						32. Music centers work & support. Help young talent					
5. Child/teenage welfare-camp, probation, playground, jobs						33. Parenthood planning, parent assistance, parent group, PTA					
6. Church, religious work - vestry, choir, Sunday school						34. Political involvement with candidates, issues, picketing					
7. Civic group membership and participation						35. Poverty aid - business opportunity, budget planning, etc.					
8. Crime prevention						36. Prison/juvenile hall - visit, reform, etc.					
9. Conservation - practice, teach, support						37. Public health-nutrition, social disease, birth control					
10. Consumer affairs, advocacy, etc.						38. Rescue & midnight missions, Salvation Army, etc.					
11. Counseling-crisis, rehabilitation, career, leisure, etc.						39. Safety education - autos, boats, fire prevention					
12. Disaster relief - any country						40. Senior citizen aid - jobs, counsel, teach, drive, visit					
13. Disease research support groups						41. Teaching - sport, hobby, craft					
14. Drug, alcohol addict rehabilitation						42. Teaching - academic subjects					
15. Equality, human rights, fair housing, etc.						43. Telephoning for a cause					
16. Escorting - elderly, children, handicapped						44. Therapy - occupational, physical					
17. First aid, life-saving, CPR, lifeguard, etc.						45. Thrift/gift shops for public benefit - sell, obtain, etc.					
18. Foreign students, visitors - host, interpret, drive, etc.						46. Traveler's aid at stations, airports					
19. Foster homes and foster grandparents programs						47. Tutoring - all subjects, citizenship, literacy					
20. Gifted children and teenagers programs						48. Union welfare activity					
21. Guide-lecturer (docent) - buildings, museums, park, zoo						49. Veterans aid					
22. Half-way programs - adults from mental hospitals/jails						50. Victims aid - war, crime, rape, family violence					
23. Headquarters work - receive, interview, secretary, phone						51. Volunteer center activity, recruit & train volunteers					
24. Hospital, health center, clinic work/support group						52. Voluntary law enforcement					
25. Hospital & institution broadcasting (closed circuit)						53. Volunteer fire company					
26. Hot or nutritious meals - elders or schoolchildren						54. Women's centers - programs, support					
27. Legal aid						55. Youth groups - Scouts, YMCA, YWCA, inner city, church, etc.					
28. Library aide or book delivery to shut-ins						56. Zoo promotion, support groups, etc.					

Other

needs. People must first become aware of their needs, identify the most outstanding ones, then decide whether or not they are being met. You can recognize your own needs by asking yourself what things in life are most important to you.

Important needs for some people are: achievement, action, affection, affiliation, avoidance of embarrassment or blame, aggression, aloneness, beauty, controversy, dominance, exhibition, goals, nurturing, order, peacefulness, physical comfort, play, pleasure, protection, rejection, relaxation, sexual relationships, stimulation. Everyone has a different combination. Are your needs being met? Various activities fulfill various needs, and people can ask themselves which work and leisure activities meet their individual needs and then try to eliminate those that do not.

A single activity can fulfill one need at one time and another need at another time. The same activity may fulfill entirely different needs for a second person. Attending a musical concert is an example. The music may fill the first person's need for relaxation at one time and a need for stimulation at a different time. Yet, for the second person, the same music can fill a need for beauty at one time and for sensual pleasure at another. Chairing a committee is another example. It can fill a need for dominance, exhibition, order, affiliation — depending upon the person involved.

Everyone has different needs in varying degrees, also. Goals, for instance, aren't necessary needs for all people, but some people are very uncomfortable without long-range goals to work toward. Others prefer short-range goals, and still others want flexible or changing goals, or none at all.

For people to be comfortable in a situation (one of the greatest needs of all), some of their needs must always be met. They must determine those needs and try to fulfill them. Some of the general needs that are met by the sections of CLAS 2 are:

Section I (Sports and Outdoor) activities fulfill a general need for action, either as a participant or as an observer. They also fill a need to be out-of-doors, with space and sky.

Section II (Social) activities fill a need to be involved with other people, in some capacity, for entertainment.

Section III (Arts and Culture/Collection) activities fill a need to create, or to be in a pleasing mental, visual, or auditory

environment. Collecting activities fill a need to acquire, possess, and learn about items of personal interest.

Section IV (Crafts and Skills) activities fill a need to use one's hands and brains to produce an object or a result.

Section V (Learning and Study) activities fill a need for greater knowledge, for answers, and for involvements emphasizing the mind.

Section VI (Public Service) activities fill a need to help others, to be depended upon by others, to be useful, and to be personally involved in creating a better environment for others and for oneself.

CLAS 2 Use With Housemates

A particularly helpful use of CLAS 2 is its application to people who live in the same household and wish to find mutual interests. (Type 5 if a counselor takes part). After the household group has completed CLAS 2, each member looks at a survey completed by another. Then together they read and compare their "Like to Try" columns for similarities and differences. They are usually amazed at how much they did not know of each others' feelings about interests. They are able to do a great deal of their own interpretation during this exercise.

CLAS 2 may be used with or without the aid of a counselor. It and its Interpretation are available from its publisher.

QUESTIONNAIRES

Description and Use

You may ask a client to reply to a list of questions to supplement or confirm information you already have, or you might use a questionnaire as the only testing. Questionnaires, properly phrased, are a good way to find out how people feel about subjects related to leisure interests. These questions start people thinking about what leisure time they have and how they spend it and if they like the way they are spending it. If they find they are not happy, a questionnaire can indicate why their present activities no longer suit them and what specifications a new interest should have. A counselor clarifies these meanings further.

A questionnaire may be written or oral, depending upon how it fits in with your type of service. Although you must observe copyright laws and not reprint written copyrighted materials verbatim, there is no law against

your putting together a composite of self-determining leisure questions from your reading and from your experience. A service not using structured tests will find a questionnaire a useful substitute.

Any counseling service can compose a questionnaire of its own. One way is to list several general headings first, then fill in appropriate questions under each heading. The headings could be: Personal Characteristics, Culture, Education, Social, Sports, Science, Religion, etc. This organizing helps you to classify one area of interest at a time when analyzing the answers.

Another way is to devise a combination survey and questionnaire, with the client checking preferences in one part and answering questions in another part. You'll have to experiment and see how counselees respond to your tests and how well you can analyze their answers. A test form that leads to good Referrals is what you seek.

There is no lack of possibilities in creating leisure counseling tests. The information you want is fairly constant and basic, and there are many imaginative ways of obtaining it. Constructive Leisure worked out a list of questions that it felt covers all the information a leisure counselor or a client needs to know about the client to discover leisure preferences. You will see in the following examples of CL Questionnaires that there is nothing magic about what you need to know. It's the efficiency and understanding with which you bring out the information and utilize it that makes a test successful.

Interpreting Questionnaires

If you compile a questionnaire, select each question to obtain specific information. Have a purpose for each question, and the answers will tell you outright just what you want to know. Questionnaires written by other leisure counselors are usually equally easy to interpret, as you are all looking for the same information.

When you search for the relevant meaning in information you obtain through tests, questionnaires, etc., you are into the Analysis part of the counseling process. All counseling ingredients are so intertwined, it is unnecessary to keep rigid boundaries between the basics. You can record directly onto the client's R&R sheet at any time in the process a good Referral idea occurs to you.

THE CONSTRUCTIVE LEISURE QUESTIONNAIRES

These questionnaires have many lengths and many uses. The company has done a great deal of practical research in developing its questions and in expanding or condensing them. They are updated and improved frequently.

At present the longest, most detailed form has over 80 questions. It is composed of all the questions thought to be necessary to obtain a well-rounded picture of clients and their interests. From it interviews and shorter

questionnaires can be formed.

The questions can be condensed and amalgamated to make a questionnaire of five, ten, twenty-five or whatever length is useful for a particular application, such as a workshop or recreation class. Here are some examples:

Questionnaire of Five

This form includes answers as well as questions. It is used for self-counseling.

- 1) Do you know how to determine what your real interests are?

Observe the subjects that get your immediate attention — things you like to see, read, hear and talk about. What are you happiest doing? Is it physical activity, mental activity, collecting, helping other people, handwork? Do you feel you have potentials that have never been developed as a painter, dancer, flyer, nurse, chef, psychologist, stonemason or what?

Look at the sources of leisure activity information in #2 and get going.

- 2) Do you know where to find leisure activity information?

Local magazines and newspapers, radio and TV, libraries, schools and colleges, welfare agencies and volunteer centers, public parks and recreation, city guide books, telephone classified, churches, entertainment complexes, fairs, museums, etc.

Go in person to get the look and the feel of activities that catch your fancy.

- 3) Can you define leisure time?

Leisure time is the time away from maintaining yourself and those dependent on you.

- 4) Do you know how to find leisure time?

Make a list of your daily activities for one or two weeks. Cross out the ones you have to do for maintenance. The ones left are your leisure time activities. Phase out the activities you don't really like; then rearrange and consolidate both your leisure and "have to" activities to give you longer periods of unbroken time.

Be selective with this newfound time and follow only the interests you have made enough time to enjoy.

- 5) Do you know how to say "no" to people?

It is easy to say "no" to people who want to take up your time with their interests when you've found a favorite activity of your own. Don't be bullied into doing something you really don't want to do with your time.

You'll be a better person and more fun to be with when you're happy with your leisure.

Questionnaire of Ten

This is an expansion of the Questionnaire of Five. It is used to determine whether a person needs leisure counseling or not.

- 1) Do you have any leisure time?
- 2) Do you know what to do with a spare three hours that come up unexpectedly?
- 3) Do you look forward with pleasure to time away from school, business or housework?
- 4) Are you happy with how you spent your leisure time last year?
- 5) Do you know how to determine what your interests really are?
- 6) Do you know where to look for leisure activity information in your community?
- 7) Would you like to develop a new skill, interest, or gain further knowledge on some subject?
- 8) Do you use any of your natural talents during your leisure?
- 9) Do you use any of your learned talents?
- 10) Do you like to help others?

Questionnaire of 75+

Here is a section of the long CL questionnaire, the one used as a master source for all information-gathering questions. This is approximately one-third of the total list (#19 - 43). The complete list may be obtained from Constructive Leisure.

- 19) Do you like pets, wildlife, birds, fish? Raise or train any? Attend animal shows, zoos, etc.?
- 20) Do you like variety or similarity in your leisure activities? Do you prefer a stable or changing situation?
- 21) Would you like to "get away from it all" during your leisure and do something you have never done before?
- 22) Do you average over 15 hours a week watching TV? What types of shows? Do they please you or do you feel you're wasting your time?
- 23) Can you listen to the problems of others without inserting some of your own?
- 24) Do you like being with old people? Children? Teenagers?
- 25) Do you like to instruct about something you know?
- 26) Do you become so wrapped up in voluntary activities that you look upon them as work, not leisure?
- 27) Do you like to use your brain, take responsibility or be a leader during your leisure time?
- 28) Would you rather spend your leisure with people of a similar life style to yours or do you enjoy meeting and playing with new and different types?

- 29) Are the results of an activity more important than enjoying yourself while doing it?
- 30) Do you like to be part of the action at an event, or an observer of it?
- 31) Do you begin many projects without finishing them? If so, are they too ambitious or do you lose interest quickly?
- 32) Are you interested in the occult? In ESP? In astrology?
- 33) Do you perform better or worse when you have competition? When you have an audience?
- 34) Do you like to be physically active or prefer quiet leisure pursuits?
- 35) If you can't get the hang of a sport, skill or idea right away, will you continue to try?
- 36) Do you prefer to talk about ideas, events or personalities?
- 37) Do you enjoy spending extra time on home-type activities?
- 38) Do you prefer activities that can be completed at one session or on-going projects? Do you have one activity going at a time or a number in the works at once?
- 39) Do you have current reading material around your room? Do you read it or let it pile up?
- 40) Would you raise money for a cause you believe in?
- 41) Do you like to participate in discussion groups?
- 42) Do you visit museums and places of cultural interest? Which displays do you like best?
- 43) Do you collect favorite things?

Summary

These questions lead people to know themselves better, the underlying goal of all counseling. The answers spell out the interests, personal traits, habits and limitations of the person questioned.

Once you start your leisure research (Chapters 3 and 9) and preliminary counseling, you will have many ideas about what you want to get from either questionnaire or a survey. You will also be improving and changing your tests as your experience grows and as lifestyles and world conditions vary.

8. ANALYSIS

Analysis is the most important basic ingredient in leisure counseling. It is also the most complicated. The process of Analysis can be divided into five steps that are so closely interwoven that they often occur simultaneously. In individual counseling, the counselor can do this step by step or all at once, depending upon the circumstances. In group counseling, the counselor helps the group members to integrate the steps for themselves.

Four steps of the Analysis process are used in all leisure counseling. One step (A) applies only when tests are used. In order of use, the total five steps are: A) Interpreting the tests; B) Studying the collected information; C) Deciding which interests the person really likes; D) Surveying and selecting the practical activities that can stem from the interests; and E) Specifying ways and places to follow the activities.

The more knowledge counselors have about leisure activities, the easier it will be to use imagination, ingenuity and common sense to put these Analysis steps together efficiently or to help others do the same. If you proceed step by step at first, you'll be amazed at how quickly you'll be able to master this whole chapter.

There are various aids that can be used to make these steps easier to work with. They will be described as each step is explained.

One good overall aid has been mentioned in previous chapters. It is a single sheet of paper on which can be noted all valid Referral ideas as they come to mind during the counseling process. Through evolution, Constructive Leisure has developed a simple Referral and Remarks Sheet (called R&R) for summarizing in one page the client's interests and referrals. It is the all-purpose final worksheet for individual and group counseling, except for Types 6, 8 and 9, which are lectures.

Here is a CL R&R Sheet and how it is used, followed by other important Analysis information, then details of Analysis Steps A-E.

(continued on next page)

CONSTRUCTIVE LEISURE REFERRAL AND REMARKS SHEET

Name: _____ Date: _____

Remarks and Summary

(This section used for general remarks that assist in making referrals. Record fields of interest of primary importance revealed in tests and/or Interview. Record low interests and apparent personality traits or preferences that affect leisure referrals. Record any remarks from counselor on how client can better enjoy life through better leisure.)

Professional

(Leisure services not offering vocational guidance: eliminate this section.

CL has found that most clients are interested in suggestions for a profession, even when that is not the main purpose for seeking counseling.)

Volunteer

(If client is well qualified for a certain volunteer job, CL reports it even though client not particularly interested. CL gives suggestions for volunteering to most clients in hopes they will be interested now or later. This service has found that majority of people are more satisfied with life when helping others a little bit — or a lot.)

Enjoyment and Self-Improvement

(This is the longest list. It includes further education of all kinds, physical activities, collecting, organizations, entertainment, appearance, family projects, handskills, etc.)

FURTHER NOTES ON R&R

All four sections of the R&R can be filled in as definite Referral ideas occur to the counselor or workshop member during any part of the Analysis and test scoring (when tests are used).

A quote from the Office Procedure Manual at CL is applicable here. It says, "Do not clutter the R&R Sheet with any information not needed at the Referral Session. Every word written must have direct bearing on the Referral. Write or print everything clearly, so staff person giving Referral has no trouble understanding. Even if you are writing out the R&R and giving the Referral Session yourself, be clear in your expressions and your writing. A Referral Counselor has to read and think very fast, and you'll need all the clarity you can get." This was written for individual counseling, but group members should also aim for brevity and clarity.

REVELATION METHOD

As we noted, steps of the Analysis often occur simultaneously in a counselor's mind. When you digest the contents of the information papers during Step B, client interests and traits remarked during the Interview will be confirmed or rejected. Suddenly you find you know exactly the right activity for a client, thus doing C and D at the same time.

When this happens, your mind is working like a computer. It has taken all the information factors it has just been given (including your vibrations about the client), isolated the major interests, rejected activities stemming from the interests that don't meet practical specifications, applied imagination and delivered the results — the right thing for the client to do during leisure time. So far, only a human brain can apply the imagination and register the counselor's vibrations. Computers are not satisfactory for Analysis.

This simultaneous method works for both Instant Referral or for in-depth Referral. Counselors who constantly expand their knowledge of leisure activities apply a client's set of specifications to this knowledge, and a "revelation" may occur. One particular use of revelation is for selecting activities for people with non-average interest reactions who are described under Analysis Step 3.

No matter how great your knowledge, you won't always have a revelation that melds the steps together. You must then work your way through the A-E Analysis, in sequence.

INSTANT REFERRAL (For Types 1 and 2)

Counselors giving an Instant Referral during the one-session Types 1 and 2 must make an Instant Analysis while studying the collected information (Step B). If the Revelation Method works with the client, fine, but you will have no trouble going through all the Analysis steps rapidly without it, if you are prepared.

You begin by reading the Interview very carefully and getting the facts of the client's life firmly in mind, including opinions, preferences and desires. You check the remarks and tentative Referrals you made on the R&R during the Interview. Then review the practical boundaries within which the client operates — amount of discretionary time, living and working areas, home companions, financial and transportation situation, present responsibilities, age, health, personality, etc. Next, add the pertinent facts of the test summaries, if used, to the picture in your mind.

Amalgamating this picture with your knowledge of leisure facilities enables you to come up with Step C, the client's best leisure interests; Step D, activity suggestions that are both pleasing and practical; and Step E, information on how and where to follow the activities.

DIVISION OF WORKLOAD (Types 3-5)

For two-session individual counseling Analysis in a large counseling office, a clerical staff member may score the tests and record the more obvious test interpretations onto the Remarks sections of an R&R sheet.

It is necessary that the counselor who will make the final Referral decisions join in the Analysis before Step A is completed. It is also necessary that the person who conducted the Interview join in at the same time to compare a personal impression of the client with the Referrals that are starting to shape up. When several staff people work on one client's program like this, all the Analysis steps should be followed in sequence, to keep track of where each staff person leaves off and another begins.

When you are a counselor working alone who takes a counselee through all the two-session counseling ingredients, you can use your memory and experience to develop shortcuts in the Analysis process, similar to the Instant Referral and the Revelation Method — only you are much less pressured. This would seem to be the ideal way to do all leisure counseling, but when there are many clients, it is more practical for a clerical staff member to do the time-consuming and less complex test scoring and recording, while the main counselors concentrate on the Analysis and Referrals.

When several counselors cooperate on the Analysis, they have a broader scope of ideas than one person working alone, of course, and that can be very valuable. Yet, several people take up more man hours and lack the continuity of one person handling the entire service. However, you can do an equally good job if you follow the following Analysis steps with single or multiple staff.

ANALYSIS STEP A – INTERPRETING THE TESTS

INDIVIDUAL COUNSELING (UNDER A.)

By the time you come to this Step A of the Analysis, the tests will be scored and the results recorded on some type of test summary paper.

You now concentrate on what the scores mean to your client, keeping in mind your final goal, specific leisure interests and activities. This interpretation of the scores is found for published tests in the manuals that go with the tests. Some manuals list interests and traits that are indicated by the scores. Others will match the test taker's interests to vocations or avocations. Still other manuals do both. You'll want to consider all the information that applies to your client.

If you do not offer career guidance, explore the vocation suggestions anyhow, for similarities that can point to a leisure activity. As you know, what is work to one person can be play to another. You want to determine the characteristics of any likely activity so you can compare them to the preferences of the client. Characteristics of an activity can be: constant change, physical action, people-oriented, etc. or their opposites. When the preferences of a client compare favorably with the characteristics of an activity, that's an activity to consider seriously. If the activity happens to be vocational, find a leisure counterpart to it that has the same characteristics.

The results of the less formal tests (surveys, questionnaires), are interpreted as the authors of the tests indicate. Read those test instructions and note the important facts that the results tell about the client.

Now you record the test interpretation on the R&R, or whatever you call your final work sheet. In some cases this information will lead directly to practical interests and activities that you'll want to put on the sections of the R&R now, and, in other cases, the information will be carried over to Steps B or C of the Analysis for further consideration.

Type 5

In the Analysis of Type 5 (two to four clients), you concentrate on mutual activities, because that is what the clients came for. However, while interpreting their tests and looking for mutual interests, you will often discover some interesting individual interests, as well. Constructive Leisure always carries these individual interests throughout the rest of the Analysis so that they can give separate Referrals to each person, in addition to the mutual ones. CL feels the overall impact of their service will be more beneficial when the clients can be made more satisfied with their separate as well as with their togetherness activities.

GROUP COUNSELING (UNDER A.)

In workshops, the counselor-instructor will read the interpretations of the test scores to the class and each member will decide which interpretations are personally applicable and record them on the R&R.

Only tests that lend themselves to an easy interpretation will be used for groups. As an example, let's say the tests reveal that certain class members are primarily interested in music. The instructor will list the different ways an interest in music may be followed, then tell where to find more information about each way. It is up to the member to make the final decision on which phase is most practical.

Chapter 11 goes into detail about Group Counseling.

ANALYSIS STEP B - STUDYING THE COLLECTED INFORMATION

From now on, the Analysis of all types of leisure counseling, except Types 6, 8 and 9 (lectures), follows the same procedure. Starting with Step B, counseling services utilizing tests have more information to deal with than those not using tests, but that is the only difference. The information is managed in the same way for both.

Begin B when you can allow enough time to complete Steps C and D also. The three parts are so dependent on each other that you might have to start over, if you stop part way through. Steps A and E can be done at different times. If possible, when one counselor does the whole Analysis for a two-session individual service, do not finish at one sitting because you get more ideas for Referral when you can "sleep on" Steps A-D.

At the start of Step B, facts about the client are found on the Referral and Remarks Sheet, on the Interview Sheet and/or on test summary papers. Counselors doing instant Referral have their Referral notes made on their R&R-type sheet during the Interview. Workshop members have their own interpretations up to this point recorded on an R&R, too.

The Analyzer, whether counselor or workshop member, now reads over all the information, then adds important traits, preferences, interests, etc. to the R&R Remarks section that have not been already transcribed. As you study this material an impression of the counselee is forming in your mind, and you may find yourself carrying an interest quickly through Steps C, D and even E to make a specific early Referral by the Revelation Method.

These early Referrals should be written on the R&R only when the person making them is certain they are practical. Judgement on interests in Step B that no one is sure of should be reserved until they can be run through the other parts of the Analysis.

ANALYSIS STEP C – DECIDING WHICH INTERESTS THE PERSON REALLY LIKES

This is the key part in this key chapter on leisure counseling, and it has two phases (see below). The interest decisions made now determine the type of activity that will be recommended to the client. To arrive at these decisions, counselors use their training and intuition to match their knowledge of leisure interests to the individual characteristics of the counselee. These characteristics came out in the Interview and the tests. In workshops, the members should have their individual characteristics isolated and labeled by now and be ready to accept help in selecting the major interests these characteristics point to.

Counselors shouldn't hesitate during Step C to consider an interest that seems obviously right for a person, just because the person has never been involved with the interest. Although an activity built around the interest may seem the obvious answer to the counselor, it may never have occurred to the counselee. A counselee may be surprised and pleased to hear of it; so put the pastime on the R&R under the proper heading.

FIRST PHASE (OBVIOUS INTERESTS)

The first phase in Part C for individual counseling is to record on the R&R the client's *obvious* interests that have not been already noted, under Remarks. These will occur to counselors as they study the collected information. If the interests lead directly to a practical Referral, that can be put in final form on the R&R. This final form will be described under Part E where it technically belongs, although many such final notations are being made all throughout the Analysis.

In workshops, the counselor will deal with this first step in Part C by relating the information that has been brought out by the tests to obvious, specific interests. The members then select the interests that best match their individual characteristics, as they have learned to define them. Workshops concentrate on teaching members how to counsel themselves like this so they can do an Analysis of their own interests as they go along. They also help each other.

SECOND PHASE (LESS OBVIOUS INTERESTS)

The second phase in Part C is to discern the counselee's *less obvious* interests. Few people fit into more than one of the following categories. Counselors of individuals look closely through their client's material for these four less visible clues that might have been missed. Workshop counselors read the same clues to their people and have them apply the ones that fit.

Low Priority

When interests to which the counselees have given low priority seem really practical, counselor intuition and judgement are needed to decide whether the people genuinely aren't interested, or if there is some reason such as fear, lack of knowledge or superstition causing them to reject the interests.

Referral counselors should ask the clients whether they understand what an activity involves and are rejecting it from personal experience or whether they're rejecting it from hearsay or other reasons. Group and workshop members also should be told that an interest with a low client priority but high practicality may make a very successful Referral when the real facts about it are made known to the counselee.

A genuine, pronounced negative reaction is just as valuable to know about as a positive one and should be noted under Remarks and Summary. It flags an area the counselee should be cautioned to stay away from. A person already may be following a disliked leisure activity because of family or social pressure or even from guilt. Such people should be encouraged to take a stand and do what *they* want with their leisure time. People are usually relieved to find negative feelings toward certain activities are perfectly normal and nothing to be ashamed of or feel guilty about. If the activity is not freely chosen, it is not true leisure.

Non-Average Interest Reaction

Watch for the non-average interest reactions. The majority of counselees will have a few definite fields of interest from which to select the major ones, but some people will have: 1) no main interest at all; 2) too many main interests; 3) no high interests and many "no interests"; 4) a high interest that shows up only once; or 5) untypical interests that don't appear on tests.

Here's what you do about them.

1) No main interest, few "no interests" and many medium interests.

This type of person is hard to counsel, but the chances of success are very good. They are harder to counsel, because they have broad interests and will enjoy many activities equally. It takes more time and ingenuity to determine the best Referrals. Move immediately into Step D of the Analysis and select the most practical

activities, thereby reducing the list of possibilities to consider. Look for an activity that can combine as many of one's interests as possible, for a single interest won't be enough to satisfy this type.

2) Too many main interests.

This type of person is fairly common in leisure counseling. They are so enthusiastic about so many things that they try to follow too many interests at once and are consequently too rushed to relish anything. They can't understand why they are unsatisfied, and seek help. A Time Study gives them concrete proof of what is the matter.

They can be helped through selecting only a few Referrals in the field of one or two enthusiasms that are the most practical (Step D again) right now. They should be encouraged to leave some enthusiasms for the rest of their lives.

3) No high interests, many "no interests," very few medium interests.

A person with this pattern is not as difficult to counsel as might first appear. The pattern is not uncommon in older people who have tried many activities in their lives and feel their enthusiasms waning. The pattern is also common with people who have a particular trait or condition, such as extreme shyness or a physical handicap that makes them timid.

You use your knowledge of what is going on in the leisure field and your imagination to turn one of their mild interests or past activities into an engrossing new one. Often there are new twists to an interest that they don't know about, particularly in the volunteer field where they can help someone else and forget themselves.

The Referral Counselor for this type of person will need particularly complete information about the activities suggested. These people respond very well when encouraged, because they want to be helped; but they are hesitant about trying the unknown. They need a practical solution they can visualize themselves doing and may need further help to ease into a situation.

Older people often require only a little genuine interest from a counselor to make them realize how valuable they are and to bring back their enthusiasms. Even the most outgoing older person has been beaten down a bit by the youth cult, but this situation is finally starting to change for the elders' benefit.

4) High interest that shows up only once.

This happens frequently when tests are used. An interest will have a single high rating on one of the client information papers and show up indifferent or low on all the other papers. Such

interests are known in the counseling business as "random highs," and they are a problem to pin down.

First, analyze this random interest. Does it involve other people? Using one's hands? Does it require an aggressive personality? Equipment? Do these characteristics fit in with another interest or pattern of interests the person shows? When analyzed in this manner, the high may show an unexpected similarity to a more obvious interest and reinforce it.

In career counseling, random highs are considered more significant, but in leisure counseling, a high that fits in nowhere can be forgotten, if the counselee has sufficient other interests.

5) Atypical Interests

Average tests cover a broad range of interests that are preferred by the majority of people. There are some people who don't care much for any of these more common pleasures. Their main interests are atypical; so they don't respond to any tests in an average manner and can't be judged by the usual test instructions.

These people may not be motivated in any average direction, yet be perfectly normal. A lady cigar maker, for instance, or a man interested in remote sensing of the environment — good hobbies not found in most tests. The atypical person may also be honestly lazy and not really want to do anything constructive during leisure hours, a most permissible condition the person may need help to stop feeling guilty about.

A counselor must use imagination and adroit questioning to find out real preferences — or lack of them, in these cases. Atypical components of the client's past activities can be examined to give a clue to acceptable components for new activities.

Working Time Enjoyment

Another way to discover clients' less obvious interests is to find out how much they enjoy their working time. The unpaid career of a housewife as well as employment outside the home is included here. If clients enjoy their jobs, analyze what elements they particularly like and add these to the R&R Summary. If they do not enjoy their work, analyze the *uninteresting* elements and record them on the Summary as leisure components to be avoided.

Refine The Broad Interest and Disinterest Fields

Are the counselee's fields of interest and disinterest that are listed on the R&R Summary too broad to be of real use? If so, study the broad interests first. Try to get at the heart of why a particular interest is appealing, and thus find within it the less obvious interests. You can ask yourself, for instance, if the broad interest is in character with the person in question. An example would be a man who had always preferred quiet activities but whose test profile showed a high interest in "Outdoors."

A little study of the man's test may disclose that there is not necessarily a mistake in the calculations. He may have responded positively to questions about hothouse gardening or raising tropical fish and therefore made a high score in the nature category. In the simple reasoning of some tests, a high nature score points to an outdoor person. Counselors can interpret such contradictions into a satisfactory Referral.

A similar case is a woman who has had no office experience and doesn't want any, yet her profile shows a broad interest in the clerical category. Although that seems inconsistent, further thought can break down "clerical" into an interest in details and in having things well organized and in their places. This trait is also found in home economics, interior decorating, scientific research and library work, to name a few. A look at the other information about her is necessary to show which field would make the best Referral.

You'll find many other methods for refining broad interests.

Broad disinterest or dislike in some field can be refined in various ways, too. One way is to see if the field is connected with how the person spent his work or leisure time in the recent past. Consider the young man who reveals a lack of interest in anything literary, although he majored in journalism and worked as a news reporter. He left his good job, because he didn't like prying into other people's lives and thought his fellow reporters were pushy and hard-hearted.

He probably still likes literature but is overreacting to hating his job. His original enthusiasm should be rescued. This can perhaps be done by suggesting literary interests that fit in with the rest of his profile but are far removed from modern journalism. He should be sounded out on his reaction to the study of some literary movement, type of writing or special authors; to a poetry or Shakespeare reading group; or to being a volunteer one-to-one tutor of English, etc.

Dislike of a whole broad field may also be the result of over-

doing an activity in that field. A person who continues an activity until he is really tired of it (politics, for instance) may react negatively to all similar activities (listening to speeches, fighting for good causes). Unfortunately, by this time the person usually has developed a great deal of skill in the boring activity and hesitates to waste it. In this case, analyze, with the person's help, which parts of the activity are boring and which parts are still enjoyable. Then help the person select which skills were used for the enjoyable parts and show how they can be applied to a completely new and different activity.

During Step C true dislike should be recorded on the R&R Summary to indicate what not to recommend.

ANALYSIS STEP D – SURVEYING AND SELECTING THE PRACTICAL ACTIVITIES THAT CAN STEM FROM THE INTERESTS

When you get to Step D, you determine which of the leisure activities that derive from the interests decided upon in Step C fit the counselee's restrictions and requirements.

INDIVIDUAL COUNSELING (UNDER D.)

Activities that derive from each interest are found in your Activity File and Material, which will be detailed in Chapter 9. As a counselor or staff member looks through the file and other material concerning each interest, the activities listed there are checked against the client's opinions, preferences, limitations, and other practical considerations before being listed on the R & R. By Step D everyone has been working so closely with this personal client information that it is easily remembered.

Although it is up to the Referral Counselor in individual counseling to captivate a client's imagination and supply motivation for following activities mutually decided upon, it is up to the Analyzer to supply clear, understandable, imaginative recommendations to present. The amount of success of a service is in proportion to the ingenuity used in applying the activity material to the client's interests, attitudes, and practical considerations.

WORKSHOPS (UNDER D.)

In workshops, the counselor-instructor can read or supply a written list of the general activities that stem from the interests shown by members of the group. Members choose the appropriate activities that apply to each one,

in keeping with the self-counseling techniques they have been learning and considering each person's practical requirements.

THE IMPOSSIBLE DREAM

There is one rather sad type of person who can give leisure counseling ingenuity one of its finest moments. This is the person who yearns for an activity that is absolutely impractical or completely contrary to the person's abilities. During the Analysis, the elements of this activity should be broken down to see what makes it so appealing to the counselee. The counselor may know of another activity that can offer many of the same elements.

Also, when some impossible dreams are analyzed and brought down to earth, they are found to be not so impossible after all. As most such dreamers are resigned to never being involved in their cherished activity, they are very accepting of an imaginative substitute. Counselors of both individual and group counseling should be able to arrange at least a partial realization of most dreams.

One incidence of the impossible dream occurs in the clients who lack the necessary education to do what they wish. Counselors know where to find out how much knowledge is required for various academic leisure activities and how to get it. A counselor can often show a client that learning is a much simpler task than the dreamer realized.

A WELL-ROUNDED PORTFOLIO

A further dimension to keep in mind while selecting activities under Step D is to keep the overall selection well-rounded. Constructive Leisure believes that every R&R should include activities that a person can do alone, others to be enjoyed with family or roommates, and still others to follow with people outside of the home circle.

Some interests are multi-faceted and offer related activities that can be followed under all three circumstances. Collecting often falls in this category. Take, as an example, antique bottles. The collector can clean, research and make displays for a collection when alone. Family trips can be arranged to search for bottles in out-of-the-way places. Collectors and interested outsiders gather for frequent shows, sales or meetings devoted to their subject.

Whether a person's activities center in one field or not, the average person likes to have leisure interests to do when alone as well as with others.

NUMBER OF ACTIVITIES

The number of activities you list on the R&R during D depends upon your type of service and the type of client.

Counseling Types 1 and 2 have time for only a few Referrals, five at

most. Type 3 allows time for more, perhaps ten; and Types 4 and 5 can give up to twenty-five different suggestions, with about ten of them having detailed way/place Referrals listed (described in Step E). People who have so many interests that they need help in boiling them down should be given fewer Referrals than the people who need more leisure pleasure.

Workshop members, having been trained by this time to make leisure decisions, help each other decide the number of activities that would be best.

Further information on this subject is in Chapter 10, the Referral Session.

CLIENTS WITH FEW INTERESTS

These unenthusiastic people, who were described in Step C of this chapter, under "Non-Average Interest Reaction," require an imaginative approach in D. Many varied practical suggestions should be prepared in order to hit the right note.

The classified phone book for the counselee's area can be one excellent imagination jogger. A leisure counseling office will have all local classifieds among its Referral Materials, and a workshop member will have his own at home. Look under every practical subject in which the person shows the slightest interest. When you see what is available, you may be inspired to put some of the listings together with the person's specifications. Some thought-provoking listings are: Artists Materials, Hobby Stores, Musical Instruments and Instruction, Photographic Supplies, Professional Schools, Trade Journals, Welfare and Social Organizations, etc. The more varied a counselor's knowledge, the more varied the inspirations.

The workshop members with few interests will find looking through the classified is an interesting adventure by itself. The exercise may jog their enthusiasms, now that they have the background to apply what they read to themselves.

A counseling office Activity File and the Referral Material elsewhere in the office are other good sources of inspiration. The Area File is of particular help. So many people are unaware of what their own areas have to offer.

PEOPLE ON THE MOVE

Ingenuity is also needed to find practical activities for people who are on the move a great deal, yet have irregular leisure hours to fill. This condition occurs with men and women who travel on business and are not in any one town long enough to establish a localized activity, but long enough to get bored. It also occurs with wives who travel frequently with their husbands, on business.

Counselors cannot give these people specific Referrals for out of town, because they don't know what each city has for leisure. Most places have

standard leisure facilities (museums, libraries, schools, theaters, parks and other civic places of interest) that can act as a base for certain activities. All urban areas have other sources of leisure information, such as churches, Y's, local papers, magazines, guide books, radio, TV, etc. Even small towns have some type of volunteer center where a person can ask for a spot job while in town.

Once the travelers' fields of interest have been identified, they can be taught how to search out the local activities that follow these interests. Reading, shopping, sightseeing are obvious travel activities, but portable, creative activities, such as writing, needlework, painting, collecting, research, etc. can be carried on most anywhere at any time. Many sports can be followed alone or with strangers who can become temporary friends. Many adult education subjects are now often treated in one or two day seminars on weekends and weekdays.

R&R (UNDER D.)

When decisions have been made on the best activities for all counselees and are being written on the R&R under the appropriate heading, leave room after each notation for the particulars that may be added during Step E. These will detail how and where the client can follow the activity.

ANALYSIS STEP E – SPECIFYING WAYS AND PLACES TO FOLLOW THE ACTIVITIES SELECTED

"Ways" means what a person does to follow an activity – joining a certain group, collecting a certain item, studying a certain subject, learning a certain skill, organizing a certain committee, and so forth. "Places" refers to the physical location where the activity takes place.

During Step E this information is added to the R&R to end the Analysis portion of the leisure counseling service.

For a way/place Referral you are almost certain the client will accept, be explicit. Write down the *way to do* the activity first; then write the name and address of the bureau, agency, school, business or organization *where it is done*. When required, write the phone, the person to contact and other pertinent details that are needed to launch the client on an interesting new life.

HOW TO SELECT WAY/PLACE

There is no general rule on how to select the best way or place for an activity to be followed. A good starting point, as usual, is with the person's practical considerations. Choose a "way" the counselee is best able to perform or to learn. Choose the "place" nearest the person's home or business, as a rule. Then choose the most congenial group, the most acceptable price and other conditions that will follow the preferences you all have been working with.

For individual counseling, you find the varied way/place information in your Activity File and Material, under the activity's heading, and match it with the client you now know well. Workshop members should be given many sources of leisure activity information and encouraged to find the ways and places for their own selected activities. The sources are listed in Chapter 9.

Do not write down any way/place information until you are sure the activity is alive and operating in the manner and at the place you think it is. Check this out at any time it comes up during the Analysis. If you discover new information, replace your old material immediately. This updating is a good job for staff members, as it increases their own knowledge. Workshop people should call their first selections by phone to be sure everything is operating before they become too set on them.

By the time Step E is reached, the practical activities are listed on the R&R, and a number of ways and places have probably been added during the earlier parts of the Analysis. You complete the work by filling in way/place for the activities that do not have them.

Exceptions and Shortcuts

You will not always complete the filling in of the work/place information. There are certain circumstances where it is more practical not to.

In two-session individual counseling, there may be a likely activity that cannot be a firm Referral without more information about the client. In this case, you make a note for the Referral Counselor to question the client further. Explain briefly on the R&R what trait or interest needs to show up before the activity is recommended. Write down the sources of way/place information about the activity that are available in the office, in case the client's answers are positive.

When a counselor is uncertain a client will accept a Referral, that activity can be marked with a question mark on the R&R and the office source of way/place information noted. This saves Analysis time that might be taken needlessly in writing details that may not be used. If the activity is accepted, the Referral Counselor can look up the information quickly in the source listed on the R&R.

If one counselor writes out the whole R&R and conducts the Referral

Session, too, some "way" activities may be written down without the "place" details. You might not even have to note the office source of the place, if you know your Activity Material well. This is a short-cut, because you will not have to get out the file until you see how a client reacts to an idea. This shortcut should not be taken if you might show any hesitancy in finding the correct material. A counselor who can't locate material with confidence during the Referral session really destroys credibility.

There are also instances, other than people-on-the-move, where supplying specific ways and places is not called for. Some clients feel pressured if they are given activities and information that require immediate action. They will indicate they want to be truly leisurely and take their time in following Referral suggestions. In these cases, a counselor may wish to discuss in general their preferred activities and how and where they can be followed when the time comes.

9. ACTIVITY FILE AND REFERRAL MATERIAL

It takes many months to gather together all the material you need on leisure activities and to put it in easily usable form. You won't require it all to begin a leisure counseling service, but you do need some primary information. You also must know where to get other leisure activity details quickly, by phone, when a client wants them or when you need them during the Analysis.

You will automatically learn a great deal about leisure interests and people-at-leisure while you are making your preliminary research (Chapter 3) and deciding upon your type of service (Chapter 4). Although you will probably have started the actual work of collecting activity information some time ago, this chapter is placed at this point in the leisure counseling sequence, because it is during the Analysis and the Referral that you are using the Activity File and Referral Material. Everything is included in this one chapter to help you in building up your File and amassing the necessary material.

You will find yourself continually up-dating and adding material as long as your service exists. This constant weeding out and revising is valuable training for both counselors and staff members. It's a rather dull job, but there is no better way to learn the contents of the File and your other activity material.

A good way to begin collecting material is to decide which major categories you wish included in your Activity File. The major categories that Constructive Leisure has found of use will be listed in one section of this chapter as an example. Once you have these categories established, you collect fundamental information under each heading. Sources of this information are at the end of this chapter.

Once you have gathered your basic information, you add material as you learn about it, thereby increasing your number of useful categories. As we have previously suggested, you should make a habit, from the start, of visiting as many places where leisure activities are followed as possible. Then continue to observe new centers and operations as they appear in your community. A Referral coming from a counselor's personal experience is valuable to all concerned.

CONTINUING COUNSELOR EDUCATION

Lectures, courses and conferences on life-planning, human dynamics, self-assessment, career guidance, recreation, adult education, counseling, and subjects along that line bring you into contact with people who speak the language you are learning. Interacting with people who devote their time

to fields that jibe with leisure counseling is stimulating. The scope of all these fields is changing rapidly, and the people concerned with them are a lively, stimulating group that will sweep you along into new ideas and new material that can apply to your own service.

Many colleges offer a variety of certificates in counseling through their extension programs. Some, like the University of Southern California, offer a master's degree in Counselor Education. Other colleges are offering leisure studies in increasing variety. State and private universities offer independent (correspondence) courses on subjects you will find useful in keeping up to date. You should get on their mailing lists.

VOLUNTEER CENTERS

Don't try to duplicate in your File the work of a volunteer bureau or a voluntary action center whose sole job is to keep current on volunteer jobs needing filling and to find the people to fill them. They do a wonderful work and will gladly help you refer a client to a worthwhile activity, if for some reason the client does not wish to call them direct. Otherwise, you should refer a client who wishes volunteer work to them for the "place" information. You are responsible for suggesting the "way," so the client and the bureau have a good starting point. Your office can list and refer people to the major, on-going organizations that always need volunteers, such as the National Red Cross, the Scouts, the Y's and local hospitals, but the volunteer centers have the current particulars on the less well-known agencies.

ACTIVITY FILE

It is surprising how little acquainted many people are with the resources of their own community; so don't hesitate to collect information on the most obvious — city parks, adult education, theaters, volunteer centers, etc. Ask to be on the mailing lists of organizations and events that you'd like to refer clients to. These lists proliferate, and you'll soon be receiving regular, descriptive literature from many other useful sources, too.

It is better to collect more material than you need than to not have enough. The average client would rather be overwhelmed than underwhelmed. The only one to underwhelm is the too busy client, as you already know.

You must have comprehensive information on the leisure activities and facilities in your community and general information on activities in other parts of the country, for your roving clients. Furthermore, you must be able to put your hands on this information the minute you want it, either in the presence of a client or during Parts D and E of the Analysis. A good Activity File can do this for you. A good memory helps, too.

File Set-Up

We'll use as a model the Activity File at Constructive Leisure. The file took three years of experimentation to organize and has worked very well. You can use it and change it to suit your area and your service.

You should start with one 3 or 4-drawer filing cabinet to hold the single sheet Referral Material. Use bucket file folders which hang on frames in the cabinet's drawers. Flag one bucket file folder for each major category of leisure activity. These file folders are arranged alphabetically. You will eventually have many bucket folders under each major category to handle all the material on that subject.

Inside the bucket folders are manila folders, each titled with one classification of the major category. They also are arranged alphabetically. Within these manila folders are further divisions, depending upon the subject. The divisions you need will become evident as you work with each classification folder and add to its contents. See the outline of the activity file on the next page for illustration.

Many leisure activities can come under several headings. You should select one main heading to put the activity information under, then make cross references to this heading in other files whose subject matter is related to the activity. It is not always easy to decide which major category and classification is the most appropriate for an activity, but a single one must be selected so the information can be found in one place.

CL FILE EXPLANATION

Following are the major categories (in bucket file folders) and their classifications (in manila folders) used by CL. The AREA category will not be classified here, because it will be different for every counselor. CL's area files were built up as clients came in from outlying areas and other parts of the state or as staff members came across information about areas they thought might be useful. CL operates in such a large city that its AREA file is further divided into geographical sections of the city.

The existence of a major category on BUSINESS in your file will depend upon whether your office gives vocational guidance or not.

(continued on next page)

CONSTRUCTIVE LEISURE ACTIVITY FILE

Major Categories, Classifications and Divisions

AREAS

(See above)

BUSINESS

1. Business Opportunities & Promotion for Minorities
2. Business, Professional, Trade Schools
3. Career Guidance
4. Franchising
5. Part-time Employment – Women, Elderly
6. Work Ideas

CULTURAL

1. Art – Fine Art
2. Arts and Crafts
3. Cultural Centers – non-profit
4. Dance
5. Docents – history, music, museums, park, zoo
6. Film-making, Radio, TV
7. Historical – sites, education, societies
8. Libraries, Books
9. Museums, Galleries – activities, support groups
10. Music – instruments, singing, etc.
11. Theater and Performing Arts, Puppets – production, acting, etc.
12. Zoo

EDUCATION

1. Adult Education – high schools
2. Colleges, Universities
3. Communication, P.R.
4. Continuing Education
5. Extended Degrees
6. Foreign Language – ghetto speech, etc.
7. Foreign Students and Visitors
8. Gifted Children
9. Home Study Courses
10. Investment Courses – money, property management
11. Lecture and Discussion Groups
12. Non-Profit and Private Education Centers
13. Public Speaking, Conversation

14. Reading, Literacy
15. Research
16. School Volunteers, Education Projects
17. Science – natural, biological, physical
18. Science – behavioral
19. Senior Citizen Education
20. Teaching, Tutoring
21. Writing – fiction, non-fiction, poetry
22. YMCA, YWCA Classes

ENTERTAINMENT

1. Entertainment – places, listening
2. Family Activities
3. Invitational, Professional Organizations
4. Non-Invitational Organizations
5. Organizations That Benefit Members Mainly
6. Over-50 Ideas
7. Shangri-la Spots – vacations, retirement, second homes
8. Singles Groups – entertainment

HEALTH

1. Blind
2. Deaf
3. Emotionally Handicapped, Learning Disorders
4. Health Services – clinics, organizations
5. Hospitals
6. Mental Health, including retarded
7. Physically handicapped
8. Red Cross
9. Rehabilitation, Physical and Occupational Therapy
10. Speech Pathology

HOBBIES

1. Animals and Pets – grooming, training, welfare
2. Astrology
3. Bird Watching
4. Card and Board Games
5. Coins and Stamps
6. Collecting – research, repair, social activity, groups
7. Cooking, Wine Appreciation
8. Gardening, Horticulture, Landscaping, Flower Arranging
9. Ham Radio
10. Interior Decoration

11. Magic, ESP, Palmistry, Handwriting, Witchcraft, Occult, Hypnosis
12. Miscellaneous Hobbies
13. Needlework, Sewing
14. Photography
15. Re-finishing, Upholstery
16. Travel

MISCELLANEOUS

1. Counseling Services
2. Information Centers
3. The Future — societies, classes, magazines
4. Personal Services

PUBLIC AFFAIRS

1. Civic Improvement, Crime, etc.
2. Civil Liberties, Common Cause, etc.
3. Community Relation, Public Administration
4. Conservation
5. Consumer Services
6. Female Equality
7. Politics, Government Facts — national, state, local
8. Population Control
9. World Affairs

RELIGION

1. Ethnic Centers and Activities
2. Religious Groups
3. Religious Study

SELF-IMPROVEMENT, SELF-HELP

1. Exercise and Figure Control
2. Improvement, Behavior Modification, Decision-making, etc.
3. Memory Training, Power Reading
4. Modeling
5. Self-awareness, Communal Living, Group Therapy
6. Singles Improvement
7. Women — special classes, groups, etc.
8. Yoga, T'ai Chi Ch'uan, Oriental Philosophy

SPORTS AND OUTDOORS

1. Camping
2. Fishing and Hunting, Shooting
3. Flying, Gliders

4. Miscellaneous Sports, General Info
5. Parks and Recreation Depts. and Programs and Centers
6. Motor Vehicles
7. Riding (horse), Polo, etc.
8. Sierra Club and Outdoors – nature centers
9. Skiing and Winter Sports – snow and dry
10. Water Sports – boating, navigation, rafting

WELFARE

1. "At Home" Work
2. Child Welfare
3. Equality
4. Family Welfare
5. Group Welfare – for and by groups (all areas)
6. Headquarters and Organizations, Fund-Raising, etc.
7. Law Enforcement, Probation – organizations, etc.
8. Legal Aid Volunteers
9. Men Only Volunteering
10. Minority Centers, Welfare – office, publicity, volunteers, etc.
11. Salvation Army
12. Senior Citizens – by and for
13. Social Rehabilitation
14. Thrift Shops, etc.
15. Traveler's Aid
16. Volunteer Bureaus, Voluntary Action Centers
17. Volunteer Programs for Professionals
18. YMCA-YWCA Welfare Programs
19. Youth Welfare – by and for

REFERRAL INDEX

Under the description of the Activity File set-up is the suggestion that you make cross references in your manila folders to other files and office materials that relate to the same subjects. A Referral Index can list briefly all this information in one place. It is an index of cross-references to subject matter. It is a great assistance to anyone who wishes to locate information quickly, because it saves shuffling through one folder after another to find all the references to an activity in the File.

A looseleaf notebook with several separate pages for each letter of the alphabet is a convenient form for an Index. You build the contents gradually by adding to it as you add subjects to the Activity File. You also delete subjects if you subtract them from the file. It is not necessary to keep the entries in the Index in alphabetical order. A card file can be used, but it is more awkward to handle and store.

Following is a page you can use as an example. The subject comes first. The major category (the one on the File's bucket folder) is in capital letters, then a slash, then the classification (from the manila folders). Other sources of information in the office are listed last.

The subjects do not duplicate the File headings in number or in wording, for one heading may suggest several subjects.

(continued on next page)

A REFERRAL INDEX PAGE

- Animals and Pets** – HOBBIES/ Animals; Bird Watching. CULTURE/ Zoo.
- Archery** – SPORTS/ Misc.; Recreation & Parks.
- Art** – CULTURE/ Fine Art; Non-profit Centers. EDUCATION/ All Schools.
SPORTS/ Recreation & Parks. Newspapers. Magazines. Phone classified.
- Arts and Handskills** – CULTURE/ Arts & Crafts. HOBBIES/ Needlework.
Newspapers. Magazines. Phone classified.
- Astrology** – HOBBIES/ Astrology.
- Adult Schools** – EDUCATION/ Adult Education; Colleges; Extended Degrees.
School bulletins in bookcase. Newspapers.
- Auto Racing** – SPORTS/ Motor Vehicles. Newspapers.
- Archeology** – EDUCATION/ Physical Science. CULTURE/ Museums.
- Astronomy** – EDUCATION/ Science. CULTURE/ Museums; Observatory.
- Acting Classes** – CULTURE/ Theater Arts. EDUCATION/ Colleges; Adult
Education. SPORTS/ Recreation & Parks. Phone classified.
- Auto Design** – SPORTS/ Recreation & Parks; Motor Vehicles. CULTURE/
Non-profit Centers.
- Aviation Classes** – HOBBIES/ Flying. Bookcase books. Phone classified.
Newspaper classified.
- Appearance** – SELF-IMPROVEMENT/ Exercise; Modeling. CULTURE/ Non-
profit Centers. EDUCATION/ Y Classes. BUSINESS/ Work Ideas.
Phone classified.
- Alcoholism** – HEALTH/ Health Services. WELFARE/ Family. Volunteer
bulletins.
- Abortion** – PUBLIC AFFAIRS/ Population Control; Female Equality.
WELFARE/ Child; Family. HEALTH/ Health Services.

AUXILIARY REFERRAL MATERIALS

Your object is to have in the office enough up-to-date information so that you will spend little time calling outside sources. You will find yourself continually amassing relevant materials of all shapes and sizes to help fill out your information. A bookcase is a good place to keep material too bulky for the File. A closed cabinet with shelves can store the odd-shaped and unsightly material.

You should constantly weed out unnecessary and out-dated papers or you'll find yourself so deluged with reports, announcements, bulletins, books, etc. that there will be little room for what you need.

The minimum auxiliary materials necessary to open an average leisure counseling office consist of:

- * Catalogues of courses offered by local schools and colleges. It usually isn't practical to keep this information current. A sample bulletin is

usually sufficient, if the phone numbers and addresses are kept up-to-date.

- * Descriptions of local places of interest and entertainment – commercial guides are good, also local publication supplements.
- * Good street maps of local areas.
- * Local newspaper and magazine sections that run stories and announcements on leisure activities.
- * Local phone books, including yellow pages. Outlying area books are particularly valuable.
- * Programs offered by local public parks, recreation departments, museums, art and music centers, zoo, etc.
- * Publications and descriptions of local welfare agencies, organizations, hospitals and schools using volunteers.
- * Publications from organizations concerned with use of leisure (in Chapter 3).
- * Useful source books about leisure, counseling, time use, behavior, leisure activities and such.

SOURCES OF LEISURE INFORMATION

There are many national, state and county sources of leisure information that you can call upon for information outside your regular material. In some cases, you need a good deal of imagination to locate them for your use. Some can be reached by phone through the government sections listed in your phone book. The departments you reach can, in turn, give you names and addresses of other departments to call or write to for special material. Libraries can also supply information and addresses through their Research or Referrals departments.

For local information, ask to be on the mailing lists of sources you use most frequently. Then you'll receive updated material automatically.

The following list of sources is updated from "You've Got to Find Happiness; It Won't Find You," a 348-page practical guide to the use of leisure by Patricia B. Edwards, published in 1971 by Nash Publishing in Los Angeles. Now out of print, it was the first book published on the subject of leisure counseling. It can be found in public and school libraries.

SOURCES OF LEISURE ACTIVITY INFORMATION

NATIONAL (also see Chapter 3)

Adult Education Association
American Association for Health, Physical Education, Recreation
& Dance
American Personnel and Guidance Association
Department of Education
Department of Health and Human Services
Department of Interior — Bureaus of Outdoor Recreation, Parks, etc.
Government Printing Office, Superintendent of Documents, Washington
D.C. 20402
National Education Association
National Industrial Recreation Association
National Recreation and Park Association
Newspapers and Magazines

STATE

Departments of Education, Health, Parks, Recreation, Welfare
State affiliates of NRPA, AAHPERD, APGA, etc.
University Extension, extended degrees, bulletins, independent study
courses

LOCAL GOVERNMENT

Board of Education — Adult Education, Volunteer Program
City Hall
Departments of Health, Parks, Recreation, Welfare
Registrar of Voters
Travel and Visitors Bureaus

LOCAL AGENCIES

Chamber of Commerce
City and community colleges
City and County aquarium, museums, observatories, zoos
Public hospitals
Public library
Public monuments
Public transportation companies
Social welfare agencies
Volunteer center or bureau
Welfare council
YMCA, YWCA

OTHER LOCAL SOURCES

Airports, railway and bus terminals
Amusement centers – beaches, fairgrounds, ski lifts, sports centers, stadiums
Apartment complexes and condominiums with leisure facilities
Art and music centers and stores
Art and antique galleries
Automobile clubs – publications and maps
Avocational guidance counselors
Book and music stores
Churches
Clubs and organizations for all ages, sexes, races – public and private
Department stores – handwork, hobby, sport, travel sections
Discount stores
Hardware stores, lumber yards, household supply stores
Hobby shows – animals, arts, boat, crafts, flowers, produce, recreation
Hobby stores and dealers in equipment or supplies for activities
Livestock fairs
Magazines and newsstands
Newspapers – including local throw-aways
Parent, teacher groups
Pet stores, kennels, compounds, aquariums, aviaries
Physical fitness clubs, gymnasiums – public and private
Private college and university extension courses and bulletins
Private hospitals, libraries, museums open to public
Public and private beach, golf, tennis and yacht clubs
Public and private teachers of special subjects (handwork, interior design, judo, musical instruments, ski, swim, theatrical arts, etc.)
Radio, television
Real estate agents – boat marinas, trailer lots, vacation homes
Sport centers – participatory and spectator
Sporting goods stores
Studios of dance, karate, yoga, etc.
Telephone directories and classified
Trade-technical schools
Travel agencies and bureaus
Union centers and halls
World affairs groups, foreign students and visitors centers

REFERENCES (public library)

“Encyclopedia of Associations”
“Readers’ Guide”
“Statistical Abstracts of the United States”
Subject matter catalogues or card files

10. REFERRAL SESSION FOR INDIVIDUAL COUNSELING

(TYPES 1-5)

The Referral Session is the last part of an individual leisure counseling service. At this time a counselor discusses with the counselee specific traits and interests which seem to point to specific activities. This part of the counseling requires a virtuoso performance by a leisure counselor. The counselor has to talk clearly and well, listen very carefully, be extremely flexible, and think fast. Both the counselor and the counselee should enjoy this session very much. It should be productive and satisfying.

Each counselor works out a method of presenting suggested activities, with the help of a Remarks and Referral type sheet. You, as a counselor, must be prepared to handle surprises and sudden changes of direction. In two-session counseling, for instance, when a client forgets to mention until the second session a particular anathema or condition that wipes out a whole line of good Referral ideas that you have prepared, your R & R sheet should have enough diverse ideas to take care of this possibility.

Referral, the final basic step in the individual counseling process, may come immediately after the Interview (Types 1, 2 and 5), or up to several weeks later (Types 3-5). The length of the interval between sessions for Types 3-5 is up to the counselor. The length and depth of the Referral Session itself will depend upon the type of service offered. Your purpose is the same for all types – to motivate your clients to order their lives in a way that will make them happier. In group counseling (Chapter 11) you will motivate the group members to do the Referral for themselves and for each other.

Here are some Referral procedures and general rules for conducting Types 1-5 Referrals, but your personality and experience will determine how you implement this information. Your methods will develop with practice and adjust to fit each client.

REFERRAL PROCEDURE OUTLINE

This is the outline used at Constructive Leisure. The R & R sheet is the script. You start at the top and work down.

The clients are first given an opinion of how the traits and general preferences shown by the Interview and tests, if tests are employed, have a bearing on their leisure activities. Then, if you do vocational guidance, the types of professional work they are most inclined toward are explained. You discuss which are the most practical and how and where the client can follow them. Next comes

their most satisfying volunteer activity, and finally, your ideas for the counselees self-improvement and enjoyment.

Throughout all this, you point out the activities they can do alone, the ones that can be done with members of the household and the ones to do outside their homes, with outside people. You also call attention to any practical activities that can fulfill all three conditions.

RULES FOR TYPES 1-5 REFERRAL

Before we detail the Referral step by step, there are general rules you should keep in mind.

- * Counselors must seem very sure of themselves without appearing omnipotent. You seem sure by feeling sure.
- * Move along at a calm, steady pace. Stay low-key and keep a "we're-working-this-out-together" attitude. A counselor gives motivation, not orders.
- * A Referral Session lasting much over an hour, even for Type 4, will tire you and the clients, and you'll all lose your concentration. Don't allow yourselves to become bogged down in swapping personal experiences, unless the stories have a direct bearing on the Referral.
- * Be very friendly and interested, but never familiar. Do not touch upon clients' personal problems other than those that are leisure-related. THEN, if a suggested activity appears to contribute to a personal problem, withdraw it as impractical. A leisure counselor's attitude is that a good leisure activity can indirectly affect many problems for the better; so you can still be most helpful by staying strictly within your own counseling field.
- * Stress that the activities suggested for a client are not random ideas but are the direct result of amalgamating the many interests shown by the client with current practicality.
- * Explain that people change as long as they live and that your recommendations are for a person right now, not the person one was ten years ago or the person one will be ten years from now.
- * You must feel your way amongst the clients' reactions. Often you will be able to surprise clients by recommending a field they are not aware of being interested in or one they have forgotten. You must introduce that information carefully, however. Some people do not like surprises and need to be eased into an unexpected idea. If you think your client is this type, ask for an opinion of the subject before recommending it. If the client catches fire as you discuss it, give information and encouragement. If the reaction is neutral or negative, let it go. Your mentioning an activity may cause a more favorable reaction later, when the client thinks over the session.

By feeling your way, you prevent a situation arising in which the client takes a definite stand against an activity. Always try to keep a counselee's mind open until you complete your suggestions.

You have to decide what type of person you are dealing with. Many clients want to be "told." They're tired of trying to figure out their options for themselves, and they come to you to find out what to do. Help them to "tell" themselves.

- * As the client makes notes, you can judge how many Referrals to give. One may say, "I'm so happy to have all these new ideas." Another may say, "Don't give me *too* much to look into." Try to watch and make sure the clients write the names and numbers correctly in their notes.

- * If clients resist changing their lives in any way to follow your ideas, point out politely that they came to you because they were not satisfied with life and that just coming to you won't improve it. Never make them feel that what they're doing now is wrong, but suggest they must take some action if they wish to get off dead center.

Most clients will agree to try your suggestions when you concentrate on what interesting new things they can do. Your enthusiasm for your suggestions can definitely be catching.

- * Encourage all clients to go to the places you refer them to *before* they commit themselves, to see how they like the physical set-up of the activity and the people involved. If an activity doesn't require a set location, suggest that your clients talk with other people who follow the activity, before beginning it.

- * Encourage the too busy people to follow only a few activities at a time and leave something to do for the rest of their lives.

REFERRAL SESSION PROCEDURE (TYPES 1-5)

1) For Types 1, 2 and some Type 5's, where Referral comes at the end of a single session, you may want to discuss possible areas of interest with the clients *after* the Interview but *before* doing Parts D and E of the Analysis. This practice can be very helpful when you must think and decide so rapidly. After this consultation, you can go on to complete D and E before beginning the Referral. Also see Instant Referral in Chapter 8.

2) With a Type 5 one-session service, you have several persons to deal with, but you consider them as a single Referral. There is little or no time for individual counseling. The Interview, Analysis and Referral have one focus — to recommend good activities for the persons to do together.

3) For Types 3 and 4, which have two sessions, review the R&R (or whatever summary sheets you use) before a client arrives for Referral. Be sure you understand all the remarks and recommendations. Decide which

approach you intend to take. Some people respond best to a general summary remark first, or a sincere compliment on what the Analysis revealed about them. Others prefer a less personal approach and wish to hear the specific suggestions immediately. The client's motive for coming to you is a good guide to the best approach.

When reviewing the R&R or summary sheet, take particular note of Referrals where the Analyzer has passed on to you the job of making final decisions. Plan before the client arrives the way in which you will ask for the additional information that is needed to complete the Referral. Then decide what recommendations you will give as a result of the possible answers. At times there will be answers you haven't anticipated, and you'll have to do an Instant Referral for that particular activity. You can do this without any problem, if you know your activity material.

4) For a Type 5 two-session service, with two to four persons, you do some individual counseling. You must choose the order in which you'll talk to the clients. They came to you originally to discover a good mutual interest, so it is best to do the mutual Referral first. After that you can talk to them individually, in any order you wish.

5) When the client or clients of any two-session service arrive for the Referral Session, ask what happened to their leisure activities during the interval between sessions. Most counselees make some immediate change in their lives as a result of thinking constructively about their leisure during and after the first session.

They may have started a new interest already or looked into one you suggested. They might have opened up some new leisure time or remembered important information they forgot to give at the Interview. You can also ask if they became aware of something they would like to do if it weren't necessary to consider anyone else.

You must be prepared to incorporate any of these new developments into the final Referral. As a rule, the main body of your Referral suggestions will remain valid, no matter what surprises a client comes up with.

6) Once you have these preliminaries out of the way for all combinations of Type 1-5, you can start working from your R&R or summary sheet.

First, see that the clients have plenty of paper and writing materials to make notes with. Then, as you work down the R&R, check on your sheet the Referrals that the client makes a note of, cross out the ones that are rejected and mark those the client says have already been tried. Also list on your sheet any new Referrals that you work out together during the session. The object is to keep a record of what happened during the Referral Session, in case you want to review it at any time afterward. The use of a red pen for these notations makes it easy for the Referral Counselor to keep track of the material already covered.

Using the headings from the R & R form given in Chapter 8, here are comments on how a summary sheet works during the Referral.

Remarks and Summary

Most clients are very interested in the overall view of themselves that is given in the general remarks and summary at the top of the R & R. They listen carefully and take notes and are anxious to learn what bearing this information has on what they can do with their leisure time and their lives in general. The depth of the counselor's "remarks" depends upon the complexity of the counseling Type. The leisure counselor must make a point of reflecting only what the client has disclosed and not attempt psychological interpretation unless specially trained.

If you are giving vocational and career guidance, you may want to explain at this time that there is a natural affinity between career and leisure counseling, because the same information about a person is used in both types of counseling. There is a further affinity, because the majority of jobs available do not utilize an employee's full potential and interests. Leisure activities can be selected to supply the ingredients missing in one's work. This use of leisure counseling is expanded in Chapter 12.

Volunteer

Except in rare cases where the Analyzer has decided to give no volunteer Referral, you will have activities for most clients under this category. Even when people are not enthusiastic about doing volunteer work, give them the name, address and phone number of their nearest volunteer center. They may become more interested at some time in the future, or they may be more interested when they realize how much a fulfilling welfare experience can enhance their new overall leisure program.

There are not many people whose situations are so bad that they cannot help someone else, if they wish. Besides, the present variety of welfare jobs available gives the opportunity for self-help by increasing one's knowledge and skills in many fields.

Enjoyment and Self-Improvement

Constructive Leisure leaves this section to the last, because it's clients seem to feel it is the least important. This is a paradox, as the clients enjoy this section which reflects their more leisurely leisure interests.

Because this section covers so much ground and contains the most Referrals, the counselor can use it to control the length of a session. You can cut or summarize the less important Referrals, if the session is getting too long; or you can lengthen the session by discussing all the suggestions. A good Analyzer will give the Referral Counselor more suggestions than are needed.

7) At this time in the Referral procedure, present and explain the test profiles, if you have any (see the next section of this chapter).

8) Ask if the client has any questions. A lack of questions is an indication that your presentation was thorough. This applies mainly to two-session services. In one-session services, clients do not expect thorough reports. Also, there is little time for questions.

9) After the client leaves, make any final comments on the Interview Sheet or the R&R that would be valuable for future reference.

PRESENTING PROFILES

See #7 above for the time to present the profiles during the Referral procedure.

Some structured tests have graphs or score sheets designed for the client to take home. CL has found that it is best to give these to the client at the end of the Referral Session and to spend very little time explaining them. On presenting the profiles the counselor stresses that the tests are springboards to the Analysis and make up only one part of the many factors that determine the Referral.

Now is the time to assure the clients again that there are no right or wrong answers, that the reflection of their own interests is all that matters. Sometimes it is best not to give out the profiles if they are irregular, for they might confuse or upset the client.

FOLLOW-UP

A counseling follow-up is of great interest to behavioral scientists doing research, and you may wish to work out a follow-up procedure with your clients for your own reasons. A one-year interval is long enough to get a good picture of the results brought about by the counseling.

Constructive Leisure is often asked if it does a follow-up. As a private business, it does not do so on a regular basis. However, it has just completed a retroactive study summarized in Appendix III.

11. GROUP COUNSELING

(TYPES 6-11)

In group counseling, group members are taught to recognize their own interests, traits, preferences, skills and limitations and to use that information in placing themselves in satisfactory leisure activities.

This counseling can be very general and last for a few minutes or an hour, in single speeches or lectures. It can also be very thorough and last for weeks, in a lecture series or workshop. Leisure Counseling Types 6, 8 and 9 are basically speeches with verbal audience participation only. Types 7, 10 and 11 are basically workshops where the members take an active part in planning their own leisure through doing their own Analysis and Research.

Review at this time the Group Counseling section of Chapter 4 for a description of each type.

There are no formal Interviews in group counseling, because the group members are going to counsel themselves, and they already know their own histories. However, they probably do not know how to recognize the importance of these personal statistics; so the object of group counseling is to put this already known information into a perspective where it can be utilized by each person for Analysis and, eventually, for Referral. There will be some informal interviewing in Types 7, 10 and 11 when the group members employ it to help each other.

One counselor serving a number of people at the same time brings down the cost of counseling per person, an advantage of group counseling to the community and to the individual. Naturally, the less time a group has to work with a counselor and each other, the less help they can get; but a dedicated counselor can give a great deal of encouragement and information to a cooperative group in a short time. Suggestions on how to do this appear throughout the chapter.

At some time during all workshops, speeches and lectures, you should point out to your listeners that once they have examined their alternatives and analyzed their real feelings, they might prefer to continue living their lives just as they are. The value, then, of leisure counseling is that they will have searched their options, made their own decisions and will feel much more contented with their lives.

COUNSELOR'S ATTITUDE

The attitude of the group counselor sets the tone for any type of group counseling session. You should appear relaxed and good-natured, with an air of assurance, capability and enjoyment. To acquire the self-confidence necessary to give this impression to groups, you will need considerable individual leisure counseling experience and public speaking or group management ex-

perience. You must feel comfortable to do a good job.

SPONSORS

Sponsors are the organizations that ask you to give some type of group counseling. If your counseling service is part of a larger organization, you may be asked, in the line of duty, to speak to other branches of the organization or you may be lent out to associated organizations.

If you're an independent operator, you will be hired to speak to many kinds of groups that are interested in what you have to say. Taking into consideration the large number of fields that leisure counseling meshes with (see Chapter 4), an independent counselor who is a good speaker might turn up almost anywhere.

You can also do the sponsoring yourself, "hire a hall" so to speak, if you wish to add producing to your accomplishments. When you are the producer, or in other group counseling situations, you yourself can be the speaker or you can train a member of your staff to do some or all of the presentation.

SPEECHES

Type 6 Speech

Here are suggestions for a one-appearance talk on finding and using the right leisure. It can serve any size audience and can last from five minutes to an hour, with or without audience participation. Relate it, where you can, to the group's special interest.

A 5-10 Minute Speech

Start with a question such as, "Are you really satisfied with the way you spend your leisure time?"

Have those answering "yes" hold up their hands. Then give a definition of leisure time and re-ask the question. See if there has been any change in number. Say that surveys indicate that approximately 50% of the population is satisfied at the moment with the way it uses leisure time. The other 50% is not satisfied, and 5% of this half thinks it has no leisure time at all.

Continue by saying there is a good way to change this situation. "First, analyze the use of your leisure time. You do this by sitting down at the end of each day for two weeks and writing a brief outline of the days activities. Don't do it in your head. Write it down. When you read the list over at the end of two weeks, you'll see why you don't have more leisure time and what you can do to change your schedule for the better. A time study like this will benefit anyone who has ever wondered where the time went.

"Second, observe and listen to yourself and find out what your real current interests are. What do you like best to talk about? What to you *not* like to talk about? What type of people do you enjoy most being with? What type do you dislike being with? Would you rather be alone more than you are during your leisure? Would you like more friends? What are you doing when you are happiest? Do you feel guilty about doing it? What parts of newspapers, magazines, etc. do you read because you enjoy them and what parts because you think you should? What part of a museum do you like most? How often do you watch TV? What types of programs do you prefer? Do you feel TV a waste of time? What natural or learned talents have you? Listen and watch yourself in this way, and know yourself better.

"Third, find out about the activities available to you by keeping your eyes and ears open. Local radio stations and local publications give news of entertainment, adult education classes, agencies that need volunteers, etc. See your libraries, public recreation spots, museums, parks, senior and teenage centers, playgrounds, zoos. Attend concerts, theater performances, churches. See what suits the likes and abilities you noted in the second step and fits into the time you found in the first step.

"Fourth, decide if what you like is practical for you and would not put a strain on your finances, health, obligations, etc.

"Fifth, put all this data together and select an absorbing new interest or reactivate a good old one. In this way, you'll do your own leisure counseling in five steps."

A speaker can get most of this into five minutes and all into ten minutes. If you do nothing else, you will have made your audience realize that they, not Fate, can have the upper hand in how they spend their leisure time.

A 20-40 Minute Speech

You can extend that 5-10 minute speech to up to 40 minutes by utilizing the above outline. The longer you speak, the better chance the listeners have to absorb and perhaps act upon your suggestions.

To fill in the outline, you can ask the audience what they are doing in their leisure time and what they'd like to do that they don't get around to. And why. You can give figures on the amount of money spent in the U.S. on leisure pursuits. Or describe some new leisure activities and your experiences with them. You can even quote Sophocles for whom the pursuit of leisure was life. One pronouncement of his was, "A purposeless leisure breeds nothing good."

Forty minutes is maximum length for a speech plus questions in a

Type 6 situation. The intention is mainly to entertain and instruct in a casual way. Leisure counselors are fortunate that they have a subject that interests everyone – how to improve one's life.

LECTURES

The main difference between a speech and a lecture is the environment. Lectures are usually given in an academic setting where a group has a particular aspect of leisure counseling that they wish treated in a more serious way than in a general speech. Some lecture situations last two to three hours. You can present any parts of the above speech outline that you find applicable.

Arrange your lecture to facilitate the students' taking notes, if they wish. You can involve them in the subject immediately by defining leisure time and asking them to write down five leisure activities they follow regularly. Then ask them to write down five more that they would like to do, but don't. Have them analyze why they do not do the latter and ask for some verbal feedback on their reasons.

Two and three-hour lecture sessions are usually divided into two parts, with the lecturer doing most of the talking during the first half, and the students or group asking questions, giving opinions and examples, and perhaps role-playing in the second half.

Some of the special fields that leisure counselors are asked to lecture in are: pre-marriage and family unity, physical and mental health, recreation, religion, homemaking, urban studies, social work, leisure education, women's liberation, play, gerontology, industrial relations and self-improvement. You can adapt a message to almost any subject concerning people. A few examples are "Better Leisure Makes Better Marriages," "How to Enjoy Your Coming Retirement Time," "The Crises Caused By Too Much Leisure Time," "The Fine Art of Using Your Leisure."

Type 8 Lecture

A lecture series with discussion; single lecturer; reading assignment. Chapter 4 lists possible subjects for this Type 8.

Considering the number of subjects mentioned above that relate to good leisure use, the length of a lecture series can be very flexible. You can offer as many sessions as the sponsoring organization wishes, with each lecture title featuring a different benefit of good leisure. You can do the lecturing yourself, as we mentioned, or act as producer for another speaker.

An hour is time enough for any one person to speak during one session of a series. After that hour, the use of visual aids, group dynamics or role playing can stimulate discussion until the end of the session. A reading assignment helps keep the audience's mind on the general subject between lectures, as

well as giving good background material for the discussions.

The more that an audience can be drawn into a discussion, the more its members will participate in bettering their own leisure and in talking about leisure's importance. This is the type of stimulation you wish to create.

Type 9 Lecture

A lecture series; entrepreneur; guest lecturers.

As Chapter 4 suggested, this Type 9 can be used for academic credit in the appropriate setting, with the addition of a course paper, research project, reading list – or all three. Of course, it can also be used in many of the other settings already listed.

A leisure counselor should act as the entrepreneur. A person inexperienced in leisure counseling could not field the unexpected situations and questions that will come up in such a series. The success of this type of program lies in the appeal of the individual speakers and their subjects and the entrepreneur's ability to tie them all into a central theme or premise. You will also have to be ready to liven up an unexpectedly dull presentation.

Do not attempt a series unless you have had successful experience in conducting group sessions. Speakers and audiences can get out of hand without firm leadership. In all group counseling, the counselor has to guard against the too eager participants discouraging the less outspoken ones from participating.

Type 9 Plus Workshop

A lecture series can be combined with a workshop to handle a larger number of people than a straight workshop. The group meets for a lecture, then breaks up into smaller groups, each with its own counselor. This works well for a series with **three-hour meetings**.

The Group Counseling for Women courses conducted by the University of California/Los Angeles Extension follow this pattern very successfully for ten sessions. They can handle well over a hundred people for the lecture, with around twenty in the separate sessions which then proceed much like the workshops next described.

WORKSHOPS

Workshops should last long enough to give the counselor time to lead the members into helping themselves. They should be encouraged to reach out and help each other as well.

You will be pleased with the cooperation and sincerity of the people who attend workshops. With your encouragement, ordinarily reserved persons will be willing to talk about themselves and their problems, if they think their

experiences can help someone else. People who attend workshops seem determined that every member get the most out of the meetings, and each one does whatever is necessary to accomplish this. This attitude of we're-all-in-this-together leads to successful group counseling. (See Appendix II).

Tests

Structured tests (Chapter 7) are not necessary in workshops, but some work very well. They can be scored by the group members themselves, in a one-session workshop, or they can be scored by the counselor's office between sessions of a workshop series.

The unstructured tests described in Chapter 7 also help the members think about themselves constructively and give them something concrete to work from. The tests you will use depend upon the length of time of the workshop.

Tests will be further treated with each type of workshop.

Remarks and Referral Sheet

A workshop member needs a way to organize and record remarks and recommendations. The counselor may wish to give out an R&R or summary sheet, and explain its use, at the midpoint of the workshop. This is the point at which the members' thoughts begin to jell. They can use an R&R the same way the Analyzer does (Chapter 8).

Type 7 Workshop

A half-day program with lecture, test, group referral.

Type 7 has many practical and useful applications (see Chapter 4). One application can be called a "Group Counseling Package."

Group Counseling Package

This package is presented by a counselor to small organizations who wish a different type of money-raising activity. Your service charges the organization a set fee per person, with a maximum of 50 participants, and suggests that the benefit offer refreshments half-way through the counseling session. The organization can then sell tickets for the entire package at whatever price it wishes.

The benefit begins with a general lecture on the importance of happily spent leisure time. Then a simple test is administered to all the participants. The participants are instructed on scoring their own tests. After the tests are scored, refreshments can be served.

Following the refreshments, the counselor interprets what the

scores mean and designates the places in the community where the members can follow the activities that their personal scores indicate they would like. There is a question and answer period at the end.

The leisure counseling part of the program takes around two and a half hours. One counselor or assistant is needed for every fifteen people.

Additional Type 7 Uses

This type of half-day program can be used by a business wishing to help its personnel to select a satisfying off-duty avocation or a satisfying pre-retirement program. Schools can help students to understand themselves and recognize which electives reflect their personal preferences. Recreation Departments can use the half-day counseling to train their personnel in the ways of leisure counseling. It can be modified by volunteer training courses to suit the volunteer to the right job. It can be beneficial to anyone desiring guidance to self-awareness or self-fulfilling studies.

Your variation on this design can be used anywhere group counseling programs can apply.

Type 10 Workshop

A full-day workshop, utilizing many leisure counseling techniques. One counselor or assistant for every fifteen people.

All-day workshops fit particularly well into the one-day symposiums that are being held at many adult education facilities.

Here is one example of how to put together a Type 10 Workshop. It is an outline created for a college continuing education program, offered to lay people interested in improving their own leisure and to professionals interested in learning how to counsel others.

- I. Introductions
 - a) To workshop, by the counselor
 - b) Of counselor and assistants
 - c) Of each group member, by themselves
- II. Activity survey administered
- III. Members score survey (CL Activity Survey #1 used here as model).
 - a) Count number of "Like to Try" checks and arrange the five sheets in a pile with the sheet having the most checks on top and the sheet with the least checks on the bottom.
- IV. Each member discusses with another person why the top activities have not been tried.
 - a) Members present to the group a few unusually interesting reasons. Discussion.

- V. Personal Traits and Preferences
 - a) Members answer a self-knowledge questionnaire (Chapter 7).
 - b) Members present a few traits and preferences they were surprised to uncover.
- VI. Time Study
 - a) Study passed out and explained
 - b) Members to do this in the weeks ahead, then amalgamate the information with the other information they obtain about themselves at the workshop.
- VII. Practical Considerations
 - a) Members decide their situations regarding transportation, time schedules, personal timetable, finances, health, education, other people to consider, number of interests member can handle, learned skills and talents, natural skills and talents.
 - b) General discussion on the subject
- VIII. Amalgamation
 - a) Counselor tells members how to put together with imagination all they have learned so that they can decide on their best, most practical leisure activities and know how, where and when to follow them. An R&R sheet can be supplied to make the amalgamated ingredients more visible.
 - b) Discussion of the results
- IX. Activity Survey
 - a) Count "Tried and Like" checks and re-pile the sheets, with ones bearing the most T&L checks on the top.
 - b) In light of today's information, each member decides if any of the T&L activities should be continued or reactivated.
- X. Conclusion
 - a) By counselor and assistants
 - b) Reaction to the day from the members

There are many refinements each counselor will give to this outline, but every change that requires extra time will have to displace some part of it, because, as outlined, it works out to a very full 9AM to 4PM day. One part of it, such as a discussion, can be assigned during the lunch period to save time, if the class consents.

A completely different, but equally fact-finding day, can be constructed from combining a few of the proven workshop ideas at the end of the chapter with your own.

Type 10 Summary

Once the leisure questions and wishes and interests are settled in each person's mind, each one can go about implementing them. Every

person has a different problem. It may be how to best re-organize their time, or how to say "no" to people who want to take up their leisure, or how to substitute one activity for a more satisfactory one. Whatever it is, most people won't be able to solve their problems completely during the short span of a one-day workshop. However, once they have clarified how they really feel about their leisure, they can make a start in the right direction in one day.

A one-day workshop fires up members' interest in finding and using leisure satisfactorily and points the way to do it. The members can work out their own personal details in the days ahead.

Type 11 Workshop

A series. The workshop runs two to three hours, once a week for six to ten weeks. The number of staff depends upon size of class. The one staff to fifteen members ratio works well. The size of the group is treated under "Type 11 Summary."

These continuing workshops get very good results, because the class has time between sessions to think over what has been discussed, to question it and to make it work. Class members also take a greater interest in each other when they meet many times. After a counselor provides the background on use of leisure and sets the members on the right train of thought, they can often make valuable suggestions from their own experience. Good answers seem to occur to people, once they learn how to open their eyes and ears and minds to themselves and to each other.

An outline of a successful six-week workshop follows.

Six Week Workshop

First Week – Self introductions; general lecture on use of leisure by counselor; suggested outline of workshop discussed and approved by class; total assignments discussed; list of self-knowledge questions passed out; book on leisure distributed, if used. Assignment: Answer the list of questions and begin reading the book

Second Week – Assignment handed in and discussed. A structured or unstructured interest test taken. Assignment: Start a Time Study; listen to and observe self and prepare to report the preferences and interests noted; continue reading book.

Third Week – Test results given out and discussed. Oral reports from members on listening to themselves. Assignment: Finish reading assigned book; finish Time Study and plan to report what was learned from it.

Fourth Week – Discuss Time Study and book. Counselor stresses importance of selecting practical activities as the group members begin

putting together the Time Study, the test results and the self-knowledge answers to the first week's questionnaire. A R&R or summary sheet is handed out to assist in this amalgamation. At the end of the session, a list of leisure activities is supplied. Assignment: Go over lists of leisure activities and select those that seem the most practical and satisfying in view of the new self-awareness each person now has.

Fifth Week — Wrap up the loose ends for people who have missed a session or have not reported on an assignment. Give local sources and places to follow the interests that the class members have selected. Class gives opinion and advice on the selections. Assignment: Prepare a question to ask the counselor and the workshop that will help each member complete a new course of leisure action.

Sixth Week — Each member asks the prepared question, and the class and the counselor answer. Then each will present his new course of action. This will be a very busy session. Most workshops wish to bring refreshments and work a longer period.

Type 11 Summary

You now know enough about the ingredients and techniques of leisure counseling to work out a good workshop series on your own. The very best continuing workshops are small ones, because more personal attention can be given to everyone by everyone else. Small means not more than fifteen. Workshops that size, however, are not usually practical economically. You can do almost as well with thirty members in a less personalized series, but you'll need staff help.

Additional Workshop Ideas

* Members of the workshop close their eyes and imagine a day on which they do anything they want *within reason*, considering their present situations. They then exchange their thoughts with another member of the class. Those who feel they were told something of exceptional interest repeat it to the class, with the consent of the teller.

The class members close their eyes again and imagine how they would spend a day in which there were *no limiting factors*. Have them tell these thoughts to a different person, with the most interesting examples repeated, as before.

This exercise increases self-knowledge by forcing people to sort out their personal ideas and wishes which can then be considered when choosing leisure activities. For example, some people find themselves unable to imagine a day with no limiting factor. It bothers them to have no limits. They would be most comfortable with activities that have set rules or boundaries. These people will discover kindred spirits among other

members of the workshop who also like limits. This discovery is revealing and reinforcing and helps them to accept themselves as they are and feel good about choosing limiting activities that feel comfortable, without apology.

People soon learn in workshops that they are rarely alone in their feelings and problems.

- * Break the whole group into smaller groups of three to five. Assign them a topic to discuss for a set number of minutes, after which time one member of each small group reports their conclusion to the class. Good topics are, "Should everyone have a goal in life?" or "What five values in life are most important?" or "What is your own most basic need?"

After the reports, have a class discussion. Many people want help in defining their basic needs. In the cases of goals or values, people feel certain they have them until they are asked to articulate them. Values clarification exercises can be recommended for another step in the process people can follow to know themselves. Clarification of values leads to determination of one's basic ideas. Leisure activities are a way to fulfill needs that are not fulfilled elsewhere in a person's life.

- * Another exercise leading to self-awareness begins when the counselor hands out lists of activities broken down into broad interest areas. The areas could be Cultural, Outdoors, Volunteer and so forth. By checking the activities they are most inclined towards, the workshop members can make a start on deciding their fields of major interest.

You can then hand out printed information about how each major interest listed can be followed. Every member decides which of their desired interests are most practical, in light of how they can be followed within the person's own situations and abilities.

- * The counselor brings to the workshop a collection of flyers, programs, catalogues, booklets, brochures and such that pertain to a wide variety of interests. Pass the items around and have each member write down the names of items that were most appealing at first glance. Then, from a prepared list, read off which leisure activity each piece of material leads to.

- * Role-playing is enjoyed by most workshop members. Some members like to participate; others prefer to observe. It is good for them to do both. Toward the last part of a workshop, you can ask for two volunteers to illustrate leisure counseling for the class. Have one be a client and another be a counselor, then reverse the roles. Ask how they felt in the different roles and how they reacted to certain things that were said. Let the rest of the class make comments or give constructive criticism.

After this, divide the group into pairs and have each partner counsel each other for a specified time. Reconvene the class to share any valuable insights that came out of the experience.

12. THE PAST AND FUTURE OF LEISURE COUNSELING

The purpose of this book, as stated in the Introduction, has been to present a process of leisure counseling that has proved successfully adaptable to many uses. A look at the future paths that leisure counseling may take is a logical conclusion, with a brief history of the movement first, to add perspective.

The Past

Starting in the middle 1950's, the phrase "recreation counseling" began to appear in books, professional journals, and college dissertations. "Recreation" counseling reflects its origin in the field of therapeutic recreation, where the idea was put into practice that ill and handicapped people benefit from involvement in pleasurable activities. The term "leisure counseling" did not attain prominence until almost 1970, at the time everyone suddenly became aware that an "Age of Leisure" might well be at hand, due to shorter work hours, longer vacations and weekends, decreasing retirement age, and the existence of a healthy, long-lived population looking for ways to spend its extra time.

"Leisure" counseling reflected a much broader spectrum of pleasurable involvements for the average person than did the more limited therapeutic "recreation". Leisure became the dominant term for activities ranging from physical games through crafts, fine art, and welfare work to academic classes. This new, broader spectrum activated people in diverse fields to present plans for assisting the general public in the selection and enjoyment of its leisure activities. Physical education, recreation, and park professionals had been aware for some time of the increasing leisure time and were expanding their services and facilities to accommodate it. A number of university physical education and recreation departments reflected this proliferating interest in leisure and established leisure study programs to train students to administer a variety of services beyond their traditional mode, including counseling. Adult education centers offered new and varied courses as their enrollments multiplied. Some practicing counselors and human behavior specialists formally included a dimension on leisure in their presentations. Community organizations using volunteers, particularly the cultural institutions, established more efficient methods to recruit and utilize an influx of new personnel. Industry and unions increased recreation projects for employees; and to top it all, independent businesses specializing in leisure counseling were opened.

The individuals and organizations who first saw a need for leisure

counseling had no model upon which to pattern their processes, and therefore had to create their own methods through trial and error and by utilizing procedures and materials from many sources. The sources included volunteer and job placement, therapeutic counseling, recreation, and vocational guidance. Although counselors may use materials developed by others, each counselor's process is unique. A counselor or counseling group develops a separate process that works for them. There is no universal method of leisure counseling and probably never will be.

Leisure counseling became an acknowledged national movement in 1975 when the Division of Municipal Recreation and Adult Education of the Milwaukee Public Schools sponsored a three-day seminar on leisure counseling that brought together the diverse elements of the profession and attracted an international audience. Since then, leisure counseling as a distinct specialty has had a place in the national and regional conferences and publications of many different organizations. Leading supporters are listed in Chapter 3.

The Future

Leisure counseling as a distinct specialty will probably have limited applications in the future. One major application where leisure counseling alone will be called for is in the field of business and industry. As management accepts the fact that the more leisure hours employees have, the greater the influence of those hours on production efficiency, there will be an increasing use for leisure counselors. Offering employees counseling for leisure is an intelligent way to expand work efficiency and cut absenteeism and turnover, through helping employees find more satisfaction in their overall lives. Happy employees are generally better employees. This application for leisure counseling is expected to multiply rapidly in the future.

Further use of leisure counseling alone will be in pre-retirement programs. Wherever they are conducted, there will always be a section on preparing for use of increased free time. Other growing applications for straight leisure counseling are with the non-employed elderly and children during school years. There has been very little leisure counseling of children and teenagers to date. People with physical, mental, or behavioral problems will continue to need therapeutic recreation counseling, and persons confined to institutions, for any reason, need a form of leisure counseling to supply some freedom of choice in their prescribed routines. Veteran's hospitals and programs will use both therapeutic and regular leisure counseling.

But during a major part of most people's lives, leisure counseling will have its biggest value when fused with other types of counseling to lead toward total self-fulfillment. In other words, leisure counseling will be used in determining overall lifestyles, not just leisure activities. For example, during the past three years the author and Dr. Paul A. Bloland, chairman of the Counseling Department at the University of Southern California, have been researching and developing a method to fuse career and leisure counseling into a single lifestyle planning process. The results of this work are appearing in various publications and counseling materials. These researchers believe that career and leisure counseling are destined to be integrated, resulting in a process that determines a counselee's needs and what types of activities fulfill those needs *before* separating the activities into those most practical for work and those most practical for leisure. The process is completed when counselors assist counselees in implementing choices of work and leisure activities that complement each other and together make for a fulfilling work/leisure life.

In the same way, the unique process of leisure counseling will be absorbed into and utilized by other forms of people-helping. Leisure education is one field; social work is another — or anywhere that broad lifestyle planning is required. Chapter 4 lists many other settings where leisure counseling may be applied in pure or in integrated form. An important function of this book is to encourage people-helping people to develop and understand the process of leisure counseling so they can integrate it into other services.

APPENDIX I

MODEL FOR LEISURE COUNSELING IN PRIMARY GRADES (A Volunteer Project)

There would not be the present problem of wasted leisure time leading people into trouble, if they had been taught from childhood to recognize their interests and to know how and where to follow them. Hopefully, the new leisure education movement will correct this situation for future generations and will include leisure counseling as part of the education. Until all teachers and school counselors have the time and skills for leisure counseling, volunteers could start pilot projects in the schools, with the help of leisure counselors.

Volunteers interested in starting these projects would be trained by leisure counselors and operate in cooperation with school principals and teachers who are open to new ideas. The object of counseling the children would be to bring out the leisure interest that would be practical for each child in a class to follow at home, in school, in the neighborhood or in the community. This is a valuable step in developing the whole child and can implant in children the respect for their own and others' interests that is often lacking. Too many children follow the interests their parents, their teachers or the biggest kids in the class dictate.

A pilot volunteer program is a good initial step to prove the value of counseling students on their leisure. Economy-minded educators look with more favor on worthwhile experiments, such as this, that cost them little or nothing. A group of parents whose children attend the same grammar school is a logical nucleus for such a program, although any interested group of volunteers would do as well. They would start work on the program a year ahead of when they plan to enter a classroom. The steps for such a program could be the following:

First, a leisure counselor would be contacted to assist in planning a presentation to a grammar school principal. If the project were accepted, the counselor would continue as a consultant throughout the program's implementation. The counselor would also conduct a general training session for all the volunteers, to give them a fundamental understanding of leisure counseling.

Second, the principal who accepts the project determines which teacher would most welcome involvement in it and be of most help to it. The class leisure sessions would probably occur only once a week, but its theories should be continued by the teacher between sessions. The teacher would be consulted throughout the program so that it will complement the regular

class curriculum and method of teaching. The selection of the right teacher is very important to success. Open classrooms conducted by several teachers would necessitate consideration of each teaching teams' wishes.

The age group of a teacher's class would also be a factor in teacher selection. Any pilot project should start with the age level that the principal believes is the best able to cooperate and contribute and benefit; so the teacher or teachers and the class age are decided at the same time.

Third, the form of the counseling is next determined. This will depend largely upon the age group of the class and must be agreed upon by all concerned. In older classes, several representatives of the class should be part of this planning.

As an example, let's consider a program whose counselees are around nine years old. In this case the adults are probably making all the decisions, and they want to create the happiest kind of experience for the class. The teacher or teachers say that an audio/visual program with examples, pictures, discussion, choices, guests and pupil participation in some leisure activities will bring the best response from the children. It is decided that this type of program should be presented once a week for around thirty minutes during a six-week period.

Fourth, this ambitious undertaking needs a great deal of organizing on the part of the volunteers. Therefore, they divide the work into separate tasks and set up committees to accomplish their objectives.

Fifth, the volunteer or volunteers who will be in direct contact with the children are selected and given a distinguishing name, such as Leisure People. Their number would depend upon the size of the class to be counseled and the subject matter to be handled. Leisure People can be men or women of any age, as long as they have understanding and appreciation of nine-year olds and get along well with them.

The L.P. will receive additional instruction in group counseling from the leisure counselor so that they can guide the class in the right direction. Their job will not be hard, if they really enjoy children, because they will be supplied with a good program each time and will be well briefed before each session. They will be prepared on both the subject and its practical applications.

The L.P. must agree to appear each week during the trial period to keep the program's personnel consistent and make the children feel comfortable.

Sixth, the volunteers who decide the subjects to be presented at each session would be chosen next by the group. These program planners would be people who know the community resources well and can unearth the leisure activities available to nine-year olds in the areas where they live. These volunteers would need to know something about the children's home life and how much cooperation can be expected from the parents, so that the selected activities will be the most practical. This group briefs the Leisure People on the subjects and on the class.

To equalize the work, a sub-committee could be assigned to do the actual setting up for each of the six sessions. For the class's age group, the leisure counseling would be kept elemental. The object would be to interest the children in varied, popular leisure activities; to determine what phase of an activity each child liked, if any; to make each comment from a child seem significant, even the negative ones; and to give the children an idea how to go about doing the activities each one likes. The child who will not care for at least one of the activities will be very rare and can be helped individually.

To break this down further, here is how a session on music could be presented: The Leisure People would be supplied with a tape recorder and a cassette bearing examples of five distinct types of music. They would also be supplied with information on each type played and where it could be heard or learned or followed in some way.

The L.P. plays the five selections through for the class who can react any way they want, within reason (singing, clapping, dancing, etc.). The children are asked if they have favorites among the selections and some discussion is encouraged. Then the class is asked to listen again and to pick out the piece each likes best and say why. Everyone is given a chance to answer, is told what the music is and is complimented in some way. They are then told where and how they can enjoy more of what they like.

If possible, tickets are given out to music performances, or programs from a show are displayed. The class is told if a concert is coming to the school, or to a nearby church, museum or park. Maybe a bus will take them to hear a live performance. A paper with this information can be given to them to take home. Some neighborhoods have music centers to supply free or inexpensive lessons. Imaginative volunteers can think of many ways to improve and implement this idea from local sources, being careful not to bog down into just information giving.

Entirely different approaches can be used to introduce each new activity. A well-known athlete can illustrate or talk about his or her sport. A rare animal can augment a talk about husbandry hobbies. An artist or cartoonist can draw several types of pictures and bring others. The representative of a welfare agency could bring some work for the children to do, such as folding a mailing, then talk about how this activity is helping others while the class is doing the work. The possibilities for free programs are almost endless, whether in a big city or a small town. Local residents with hidden talents or ideas could perform and give a more personal approach.

(The benefits of such a program to a community could be excellent. As the leisure counseling program spreads to other classes and schools, new leisure activities would be encouraged to come to the area; and all residents could benefit from a greater selection of activities.)

Seventh, a research committee can be formed from among the volunteers to accumulate knowledge on available sources of films, recordings, demonstra-

tions and personnel to contribute to the programs. They would supply the lists of neighborhood activities and other information found necessary for the use of the Leisure People and the program planners.

Eighth, the monitoring of the program would go on all the time. Each session should be recorded, listened to and critiqued by everyone involved in the program, so that the following sessions can take advantage of the strong and weak points of the previous sessions. The programs and the people concerned will have to be flexible enough to change radically when that seems wise. In the case of a program's last minute cancellation, the tape of a previous session can be played for the class. They will love to listen to themselves.

Ninth, an evaluation of the program would be presented to the principal at the end of the six weeks, and a decision would be made whether to continue the program later with the same class, to move it to another age group or to expand it.

APPENDIX II

LEISURE COUNSELING CASE HISTORIES

As examples of how leisure counseling works, here are four case histories from the files of Constructive Leisure, with names and some circumstances altered, for anonymity. These cases were chosen to show the contrasts as well as the similarities in people who ask for counseling. For comparison, and to give the most information, a Type 4 service, a Type 5 service, and a Type 11 service were selected. Types 4 and 5 had the CL Interview, the Strong-Campbell Interest Inventory, the Kuder Preference Record (Vocational Form CP) and CL's Activity Survey #1. Type 11 had no interview and took only the Kuder. (Note: In 1978 CL replaced the Kuder and CLAS 1 with CLAS 2 for individual counseling.)

BILL C. (Type 4)

Bill was a classic leisure counseling case, the only really classic case Constructive Leisure has ever had. He had heard about CL in graduate school and came to them actually saying, "I don't know what to do on Sundays. Can you help me?" The first time he went to the CL office, he had the interview and the three tests, which took about two hours. The second time, he was given the referrals and stayed about an hour.

Bill is in his late twenties, a medium tall, very pleasant-looking man. When he came to CL, he was working as a counselor in a clinic for emotionally disturbed children during the day and getting a doctorate in child psychology at a university in the evening. He wanted to do something entirely different and entertaining on Sundays. His apartment-mate, also a doctoral student, had his own activities on Sunday.

Bill told the counselor that he had been in the movies as a child, then in the service and had used his G.I. Bill to get a B.A. and a master's degree in Psychology. His childhood had been happy, and the acting had been fun. He had just been awarded a counseling license and intended to start a private practice in the near future. He felt his immediate vocational future was secure, but his avocational future needed help.

He had followed many of the usual leisure activities — horseback riding, tennis, travel, partying, dancing, dating, golf, theater and concerts, volunteer work with children, piano playing — a good mixture. Yet now, when Sunday came around, he found himself wanting to do something he hadn't done before and not knowing what, or where to go. He liked people very much; was adventurous; had thought about flying, parachuting and skiing; didn't care for water

sports or things mechanical; was artistically inclined and interested in antiques. He liked the idea of writing but had written nothing except college reports.

While Bill was telling the counselor this background, she thought, "What a nice young man! Sincere, honest, kind. He really seems to have himself together." She concentrated on his reactions to his life as he detailed it up to that point and concluded that he really did seem to need just what he said — something to do on Sundays. He did not seem to need to assess his priorities or values or have his interests clarified. Therefore, she tried to get maximum information about his abilities and practical circumstances. He had a car, was in excellent health, was well-coordinated, could spend a moderate amount of money on his leisure and was accountable to no one.

Bill felt the testing time was too long, and the counselor agreed when she saw his interview and test results. In his case, referrals could have been suggested on the basis of the Interview and Activity Survey alone, for the tests only reconfirmed what he had already said his interests were. The CL office staff had done the preliminary work on the tests (scoring, reporting results on the R&R) when the counselor sat down to do the Analysis. The Kuder showed Bill to have a high interest in art, literature and music, an above average interest in social service, an average interest in the outdoors, and a very low interest in mechanical, computational, scientific and clerical activities. A look at Bill's answers in the Kuder test booklet showed that Bill answered negatively only on the physical science questions and positively on "psychologist", "improving personalities" and other behavioral science questions. Therefore, there were no surprises in Bill's Kuder results.

The Strong confirmed Bill's interest in people, scoring him as a high extrovert and as liking an above average number of "Types of people" and "Amusements." On the other hand, his Academic Orientation came out as average and not as high as most doctoral candidates. However, he was using his education to prepare for private practice, and thus, according to the Strong manual, was "less concerned with the academic and more with the practical nature of the education."

The Strong gave him a very high artistic rating and a high interest in music, dramatics, adventure, nature and writing. He was low on mathematics, politics and military activities. The Occupational Scale showed him to have similar interests to those of successful psychologists, interior decorators and English teachers and very similar interests to those of speech pathologists, musicians and advertising executives. As the CL counselor was not interested in vocational inclinations for Bill, she looked only at whether the scales indicated any obvious or hidden practical leisure interests. To her they confirmed his interest in helping and being with people and in cultural activities.

The CL Activity Survey showed that Bill had a high interest in participating further in Learning and Welfare activities and an above average interest in Sports, Skills, Outdoor Activities, Arts and Craftsmanship. He was below average only

in Group Activities. The counselor felt this last score reflected a present preference for one-to-one relationships rather than membership in a group.

So the tests were useful in reinforcing the leisure counselor's first impression that Bill really knew what he wanted from counseling. He did not need an intuitive, imaginative activity devised for his personal situation. When Bill came back to CL for his referral suggestions, the counselor who conducted the Interview and Testing had a list of Sunday activities to present. Working from the top "Remarks" part of CL's R&R sheet, she explained that this list was what he had asked for and what CL agreed he should have. Next on the R&R comes "Professional." CL felt his vocation was well chosen at this point and did not propose any work outside of his present field.

From the "Volunteer" section of the R&R, the counselor gave Bill the phone number of his local volunteer bureau and recommended he ask them for the current jobs open in agencies dealing with alcoholism, crisis hot lines, the blind, shelter workshops for the handicapped, foster home recruiting or child guidance groups. All had some type of operation going on Sundays and, though not entertainment, could give him a new perspective on helping people along lines in which he had indicated interest. This idea appealed to Bill very much. He hadn't been aware of the volunteer bureau's existence before.

From the "Enjoyment and Self-Improvement" section of the R&R, the counselor recommended Bill read both the section of the daily paper that covered his area and a local weekly paper. These papers continually carried stories about current leisure activities and entertainment. Bill had not been aware of either of these sources and was delighted with them, particularly with the smaller weekly. The counselor gave him names, locations and phone numbers of available flying and parachuting centers, of dryland and mountain skiing and ice skating centers, of indoor and outdoor galleries and museums which serve weekend spectators and use members as weekend volunteers. She also told him of antiques, arts and crafts and auction centers open on Sundays.

Bill was very enthusiastic about the quality and quantity of the activities he had to look into; and the counselor was happy to have given him what he wanted and seemed to need. Many of the activities Bill indicated a wish to try involved classes, and the counselor hesitated to suggest any more schooling at this time. Bill said he would like to know about them for future reference; so she gave him ones that were non-academic and informal, such as furniture re-finishing, conversational language and creative writing workshops. She also provided the names of musical comedy and theater workshops in his area that he could join after he completed his studies. She pointed out education and entertainment groups who would put him on their mailing lists.

This is the type of leisure counseling classified by some counselors as Activity Referral. It is not particularly challenging, once the counselor has determined that that is what is called for, but it is satisfying to all concerned.

LEONA AND HAL M. (Type 5)

Leona and Hal's requirements were much more complex than Bill's and were a definite challenge to Constructive Leisure. Leona had heard CL's principal speak several years before she called for an appointment. She said they both wanted help in finding something they could do together, as their real interests were too divergent, and they were tired of simple time-passing activities like jigsaw puzzles and checkers.

However, when they came into CL, Leona said she now believed she wanted a whole new life. Hal maintained at first that he was only interested in a good mutual leisure interest, but it later turned out he wanted a whole new life, too. CL's personnel was concerned that they might be getting into marriage counseling which wasn't their field, except indirectly when a good leisure referral made a couple more contented with themselves and each other. It soon became apparent, however, that the M's were devoted to each other, and CL went ahead with the counseling, using one counselor for the joint interview and two for the simultaneous individual interviews that followed.

What brought the M's decision to seek help to a head was the departure from home of their fourth and youngest child and their suddenly being faced with a life no longer child-focused. They were now in their mid to late forties – tall, nice-looking people, although she was too heavy and he looked too tired. She had had a high school education. He had taken a pre-law course in college but entered the military service before completing his studies. They were married and had had a child by the time he left the service; so he never completed his education.

They lived in one town most of their married lives and had many friends. Their children's activities and their own social life had taken up all their leisure time. They had two girls and two boys and had apparently split their activities down sexist lines. Hal involved himself in many sports with the boys and had been active in Cub Scouts, Little League, etc. Leona had done sewing, church activities and Campfire Girls with their girls. Neither Leona or Hal had an individual hobby they wanted to follow. They didn't want to party a lot and were at a complete loss about what to do together. Leona, in her interview, reported that she liked indoor cultural things and that Hal didn't. Hal reported that he liked outside games and sports and that Leona didn't. CL's staff was interested to see how accurate the M's reports about each other's dislikes would turn out to be, because they began to change their ideas about many things as they talked during the interviews. They each concluded on their own that they should develop individual interests as well as mutual interests.

Hal had been in the sales and marketing field most of his professional life and now had a marketing business of his own which he operated out of their home, with Leona doing some of the office work. The CL counselor who interviewed George separately recorded that he said suddenly, "You know, while I'm talking about what I'd like for a new leisure, I just realized I don't

want to continue the work I'm doing. Why should I struggle to make money in an occupation I don't like any longer? I'm going to think seriously about that."

Leona had never been professionally employed, but she now said she'd like to take a course in hotel and motel management and go into that business. Her interviewer recorded another unexpected factor. Leona seemed to feel that now she had made the effort to come to CL, nothing further was required to make her life improve. She was intellectually eager to change her life but was resistant to making any physical moves — such as getting to a motel management class on time or studying for an exam. When the interviewer pointed out that Leona had come to CL because she wasn't happy with her life as it was, she said she was lazy and the counseling process was helping her face the fact. She said it was finally hitting her that her life would never be the same as it was with a houseful of youngsters and that she'd have to take some kind of action to adapt to the new situation, or be a mess.

The two Constructive Leisure counselors worked together on the Analysis for the M's. They were surprised on studying the interviews and test information to find that Hal had a definite, though unexplored, interest in the art world, and Leona had an interest in boating, something she had done with her family as a girl but had forgotten about until taking the survey. Hal was ready to try the concert attendance that Leona liked, and Leona was willing to try bowling which he liked. They both enjoyed card games but never felt they had had the time to play before. They had both fished at one time in their lives and were open to starting again, and they both liked the idea of a vacation home sometime in the future when they could afford it. The counselors felt pleased that they had been able to bring out as many possible mutual activities for the M's. The counselors admitted they had felt rather discouraged after the Interviews.

When the M's came for the Referral session, conducted by the primary counselor, three weeks later, they both looked better. Hal looked rested, and Leona seemed trimmer. They reported they had done some serious thinking since the first session and had taken some action. Leona decided her extra weight had something to do with her laziness, so she had joined a YWCA exercise class and gone on a diet. They had both signed up for bridge lessons with a club near their home.

Hal was maintaining his business for the moment but planned to take a course in the real estate he had always liked and felt he could do well. The counselor agreed that real estate seemed a good field, based on CL's Analysis, and she recommended several schools for him to talk to. She also gave Leona the names of two reputable hotel-motel management schools to look into.

The counselor congratulated the M's highly for what they had done. Then she told them of the mutual interests the Analysis had uncovered and suggested how they could follow them if and when they wished. It turned out they

had never visited the outstanding public art museum in their city or been aware of the interesting activities associated with it. CL recommended that Leona consider volunteer work there someday. The M's had not explored a nearby marina, either, or heard of the reasonable boat rental arrangements with free boating lessons available there.

It is always amazing to leisure counselors to realize how little people can know about their local scene. They seem to get into a certain pattern and news about other experiences just doesn't register. CL, being a private business, does not do a regular follow-up on its clients, but it did hear about the M's later. Leona called about a year and a half later to say she was sending a relative to CL. Hal had phased out his marketing business and was doing extremely well in commercial real estate. She still intended to take the motel management course and hoped it might eventually mesh in some way with Hal's work, but she now had a part-time paid job in the art museum's gift shop which had grown out of her volunteering there. One of their sons had unexpectedly come home to live for a while, but he was working and busy, and she and Hal had found a number of good things to do together and separately. They credited CL with giving them the right push to start their lives in new directions.

MARGUERITE S.

Marguerite appeared at the first meeting of a workshop conducted by CL that she had read about in her newspaper. It was to be a once-a-week three-hour session, for six weeks. She drove a long way and arrived early and breathless and hopeless. She was a small, wispy person in her late 60's, and the other workshop members reached out to support her from the beginning. The changing relationships between members and counselors is one of the most fascinating elements of any workshop.

Marguerite wasn't shy when her turn came to introduce herself, although she spoke in a frail voice that matched her appearance. She was unhappy, but she presented her current situation with a certain amount of spirit. She had been a waitress for many years and had stopped only when her bursitis became so bad that she couldn't lift the heavy trays anymore. The workshop members seemed to gather even more protectively around her, for it seemed so sad that the little thing had to work so hard. That was not her trouble, however. She said she enjoyed people and her work, made good money and never wanted to be anything else. What was bad was that she had lost her husband the year before, and not long before that their house had fallen apart in an earthquake. The house had finally been repaired, but now everyday was like Wednesday (her expression for nothingness), and her life was completely empty. All her friends had died or moved away. She had no family in the state. She was desperate to make up her mind about anything, to do something. She wondered if she should come alone again to the workshop, or come at all. She didn't know what to do. She wanted to be enthused about something again.

She wanted to be enthused about something again.

A pretty young workshop member said she lived between Marguerite and the meeting place; so they could come together if Marguerite would drive to her house. Thus Marguerite had her transportation and attendance decided for her. The workshop counselor gave everyone an assignment to do for the following week, and Marguerite said, when she left, that she felt less hopeless than when she came and was glad she had made the effort.

She didn't seem to make much progress for the next three sessions. Everyone became a little put out with her, because she didn't want to follow any of their suggestions but kept saying every day was still like Wednesday except the day of the workshop. She had trouble understanding how to take the simple interest test everyone took and complained a good deal about it. When it came time to score it, she was unable to make head or tail of it and refused to try, so the counselor did it for her.

When the counselor interpreted what the class scores meant, the group was obviously startled to learn that Marguerite's high interests turned out to be in literature, music and art. She had never indicated any interest or experience in cultural pursuits, but then she didn't seem to have an interest in any field. The others discussed her test results with some disbelief among themselves until she became annoyed and said, "Why, I have a whole box of children's poems that I wrote up on the closet shelf. When I read them to the classes near us, the children liked them fine!"

There was complete silence while the counselor and the others looked at her with astonishment. Then everyone pounced on her. "Why didn't you tell us before? Did you try to publish them? Will you bring some next time? How can you say your life is empty when you can write poetry?" She looked very gratified by the sensation she had caused and said she'd forgotten all about the poems until the class made her mad and she wanted to show them she wasn't as stupid as they thought.

It was not the same Marguerite who appeared at the next session. She was resolute and not at all wispy, her eyes sparkled, and she read her poems in a firm, pleasant voice. The workshop thought them charming. She said they were better than she remembered, and she'd had some xeroxed for members who might want them. Two members were connected with grammar schools, and they asked her immediately to read the poems to their classes. It was suggested that she contact the city's school volunteers group and offer to present short programs to the local schools. The counselor had made inquiries about publishers for her to contact and mentioned that all public libraries and many children's agencies asked for people to come and give the children a knowledge of poetry and writing. Someone else said the Sunday Schools and children's hospitals would also welcome her. Everyone told her to start writing again.

The Marguerite who came to the final session was still another person. She was like a returning successful graduate. She thanked everyone for their interest and gave the impression she was quite capable of taking it from there. She listened benevolently to what the others had derived from the workshop and suggested various ideas for them. She left with a smile and a purposeful step. The counselor was not sure the workshop could take direct credit for Marguerite's rejuvenation, as it had just brought out what was already there, but it had surely done a good job on that.

APPENDIX III

CONSEQUENCES OF LEISURE COUNSELING ON NORMAL ADULTS: A PILOT STUDY

No research has been published to date about the effect on the general public of counseling exclusively on the use of leisure time. Interest in the subject is increasing rapidly. Therefore, a leisure counseling and consulting center in Los Angeles decided to make a pilot study of former clients, over an 11-year period, to answer the question: Do normal adults believe there is a change in the way they think, feel, and act as a result of leisure counseling?

The primary hypothesis of the study was that leisure counseling increases a counselee's satisfaction with life. An auxiliary hypothesis was that it increases self-awareness (through encouraging counselees to observe the way they think, feel, and act in regard to their leisure). The methods used by the center are designed to make clients aware of themselves, their leisure lifestyles, and the leisure alternatives available to them. They are thus enabled to make practical, realistic changes in their leisure activities, if they wish.

A ten-part questionnaire and covering letter were composed in the counseling center's office and turned over to persons outside of the office who had had no former association with the counselees. These outside persons did all the contact work, so that the respondents could remain anonymous to the center staff who would be evaluating their answers.

The client interview forms that had been filled out at the center during the original leisure counseling sessions were also turned over to the outside persons, who then made a search for the clients' current addresses and telephone numbers. Ninety-four clients could be located with reasonable certainty and were sent the questionnaire and letter. Clients not answering after a month were contacted by telephone or sent duplicate mailings. At the end of a three-month period, sixty-two completed questionnaires were given to the center, with a summary of the demographic data of the counselees who had replied.

The questionnaire was as valid for earlier clients of the center as for later ones, because the overall purpose of the center remains the same — to make clients aware of themselves and their alternatives. The questions posed were ones that the center staff believed would be agreeable for the clients to answer and would supply valuable information to practising leisure counselors.

The findings are based on responses from 62 people, not all of whom answered each question. Although there is a relatively small number of people concerned, the staff feels they are sufficient for a pilot study.

The questionnaire and the number of responses are as follows:

1979 LEISURE COUNSELING QUESTIONNAIRE

Please return to Constructive Leisure by _____, in the *enclosed envelope only*.

1. What caused you to seek leisure counseling?

	Yes	No	No Ans.
2. Are you more <i>aware</i> of your thoughts and feelings about leisure than you were before counseling?	45	13	4
3. Did you notice any actual changes in your <i>feelings</i> about leisure as a result of our counseling? (Example: You feel play is more important than you did before counseling)	26	30	6
4. Did you make any changes in your leisure <i>activity</i> as a result of the counseling?	35	21	6
5. Have you used any of the leisure resources you learned about through the counseling?	28	26	8
6. Did you discover through the counseling that you were really contented with your leisure life and wished to make no change?	14	44	4
7. Did the counseling increase your everyday enjoyment and your general satisfaction with life?	31	23	8
8. Does your counseling experience <i>continue</i> to influence your thinking about leisure and your choices of leisure activities?	37	20	5
9. Did you hope to get something from the counseling that you did not get? (If "yes", what <i>did</i> you want? _____)	16	37	9
10. Did the leisure counseling have an indirect effect on your choice of a job or career training, perhaps through making you more aware of your interests and/or abilities.	28	28	6

Any further comments stimulated by above questions?

Thank you.

Complete Presentation of Study

There is a complete 23-page presentation of the study which includes a brief background on leisure counseling, percentage tables from the study, a summary of responses, demographic data, additional study information, conclusions, and a list of references cited in the presentation. A summary of the study and the reference list will be given here. Most of the references cite further references which, taken together, can give a multi-faceted picture of leisure counseling in areas other than techniques.

Demographic Data

The demographics revealed that over twice as many respondents are female as male; three-fourths are married; the age range is from the mid-20's to the mid-60's, with the average age 45; the majority are white, college educated, white-collar workers or housewives; and most respondents (84%) came from Southern California where the center is located. One came from Japan.

Although college graduates comprised 48% of the total, it cannot be assumed that almost half of all leisure counselees are graduates. The probability is that graduates tend to be more stable geographically, and hence easier for this study to locate, and more interested in cooperating with research projects than non-graduates.

Motivation For Seeking Counseling

This is a summary of the 62 answers to Question #1:

	Responses
1. General realization that should be spending leisure time better	20
2. Vocational — as counselor; turn leisure into career; career information	13
3. Responsibility for children lessened and wanted to spend new free time well	9
4. About to retire, or just retired	8
5. Other (Wife was motivator, 4; boredom, 3; no response, 4; misc., 1)	12

Please note that only three cited boredom, contradicting a general belief that leisure counseling is sought primarily by the bored.

What Clients Did Not Get

Question 9b asked what counselees hoped to get from the counseling but did not. Eighteen answered as follows:

	Responses
1. More personalized ideas, sources, direction	10
2. More leisure counseling information	2
3. More startling or new information	2
4. Miscellaneous	4

Effect On Careers

The question (#10) on whether or not the leisure counseling had an indirect effect on choice of job or career training was included because of the center staff's interest in the connection between work and leisure counseling. The 28 to 28 reply from people who mainly sought leisure help seems to indicate encouragement for further study of this connection.

Comments

The center's staff thought that the respondees should have an opportunity to make comments other than those allowed by the questions, if they wished. Therefore, space was supplied at the bottom of the questionnaire for that purpose.

There were 38 comments that can be categorized as follows:

	Responses
1. The program increased self-awareness, esteem, focus, new beginning	8
2. Useful insights into better use of leisure time	6
3. Help in career	6
4. Confirmed present leisure is effective	4
5. Don't remember very well (1970-1973)	4
6. Now applying counseling to retirement	2
7. Re-reading center's materials	2
8. Miscellaneous, including, "no migraines since counseling six years ago" and "damned good program"	6

Conclusions

The average time since counseling occurred for the respondents was approximately five years, indicating that the answers were not the result of short-term enthusiasm and that the consequences of the counseling are long lasting.

The main hypothesis of the study, that leisure counseling increases satisfaction with life is affirmed by a majority of the responding clients (31 to 23). The smallness of this majority seems to conflict with the large affirmation (45 to 13) given to the auxiliary hypothesis and goal of the center (to make clients more aware of themselves and their leisure), with the continuing influence of the counseling on the clients (37 to 20), and with the feeling that they had received what they hoped from it (37 to 16).

It would seem that the three latter results should automatically indicate greater satisfaction than the answers to Question #7 reveal. However, the number whose satisfaction increased (31) was almost the same as the number who changed their leisure activities as a result of the counseling (35), showing that those who the counseling influenced to change were happier with their lives than those who were not.

In answer to the questions on whether counselees believe there is a change in the way they think, feel and act in regard to leisure, they indicate there is more of a change in the way they think and act than in how they feel. This is possible, because they already felt their leisure was important when they sought counseling. They show that they were correct in seeking counseling in their answers to Question #6. Forty-four to 14 discovered they really were not contented with their leisure lives and did wish to make changes. Yet only 35 to 21 changed their leisure activities, and 28 to 26 used resources they learned of during the counseling.

There are several conclusions that can be drawn from the study at this point. One conclusion is that leisure counseling does make most people more aware of themselves and their leisure and does lead to changing their leisure attitudes and activities. Another conclusion is that those who change their activities feel an increase in their everyday enjoyment and their general satisfaction with life. These sound fine as far as they go, but a third conclusion is that increased self-awareness and awareness of alternatives do not supply the motivation to make changes, even when counselees realize they are not contented with their present leisure activities and have been helped to see how they could do something about it.

This last conclusion will be discouraging to many in the counseling profession who hope that increased self-awareness and a practical program of changes will lead a larger percentage of clients to life satisfaction than this study indicates. It is particularly discouraging to the staff of the center that made the study, because they tried to supply all clients with enticing, available leisure

alternatives and sufficient motivation to make the changes the clients said they wanted to make.

Such judgements may be too harsh and too concentrated on the negative side. Fifty-seven percent of the clients *were* more satisfied with life after counseling. That is an acceptable percentage. The comments (summarized in last section) indicated that the other 43% felt benefitted in some manner and that no one felt harmed or threatened in any way. There is also a high probability that the clients of the center included a larger percentage of persons who have difficulty attaining life satisfaction than is found in the general population. Such people typically seek answers to their personal problems from a variety of services and, equally typically, are unsuccessful. They tend to weight the results of this survey toward dissatisfaction and may account for a large part of the 37% who made no changes, although they said they wanted to, and could.

It is difficult, therefore, to make a firm generalization about the value of leisure counseling to the public, except that it does benefit its counselees, over half of them greatly, and harms no one.

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